

# THE SCHOOL JOURNAL NEW YORK AND CHICAGO.



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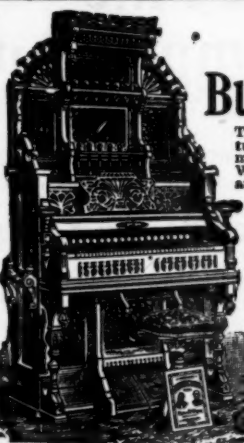
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THE ability to impart instruction is only a small part of a teacher's duty, particularly in the elementary schools. There is everything to be done in the cultivation of character; in the rooting out of bad habits and the formation of new ones; the development of activity, of steady and continuous application, truthfulness, unselfishness, obedience, order, promptness, neatness, confidence, and caution. Indeed, the great work of the teacher is the formation of correct habits, and the text-book is to be used with this end in view. This is what the "new movement" means in its essence.

The cry of the children is, "Govern us and lift us up." If the teacher is of any service it must be in these two directions.

It is natural for the child to turn to its parents for guidance; what pathetic instances are told of the obedience of the child to the words of its parents, and this not prompted by moral grounds! The teacher takes the place of the parent; he must govern the child if he would benefit him and make him happy.

An up-going tendency is also implanted in the child, and the teacher must recognize it. The usual question the teacher asks is: "Have my pupils recited their lessons perfectly?" But it should be this larger and broader one: "Are my pupils on higher ground than yesterday?" For if they are on higher ground they will endeavor more than yesterday to add to their stock of knowledge. Adding to the list of connected statements the child already has, does not necessarily put that child on higher ground. A substitute teacher in a Sunday-school writes to a religious paper: "I found a class of six of the worst boys I have met; the motto over the class was 'Earnest Workers for Jesus!' They did recite words from the book to me with considerable fluency; this was the requirement of the regular teacher. But it might as well have been in Greek; here were six heathens, regular attendants on a Christian Sunday-school."

A correspondent declares that he cannot account for the unwillingness in teachers to associate, and asks the reason. There is an unwillingness certainly; but it is not greater than might be expected of an occupation that is not yet a profession. If teachers meet they have no settled principles or creed on which they can stand. One can simply say, "I teach thus and thus," and another, "I teach it thus." This state of things is enough to warrant a dislike to meetings; this distaste will continue until a scientific foundation is settled upon.

There has been quite a war going on in Chicago between the advanced wing of educators and those who would confine school work to the 3 R's. The discussion has been carried on in the papers, and meetings have been held. All this will result in furthering the advancement of education, for if the New Education is illogical and indefensible it must fail, and if it is going to fail it had better fail now. Let the discussion go on, and let the public see what each side has to say.

The Old Education has had possession of the school-houses up to within a short period, and it will not yield possession quietly; in many cities immense changes have already taken place, and it has begun to be apparent that the New Education is coming into power. It is altogether possible that some of the teaching claimed to be of the newer sort has not been done with wisdom; a new administration is likely to have a great many followers who are over-enthusiastic.

The Old Education may be said to "die hard" in Chicago. That the city selected for the Columbian exhibition should try to stay advancement in education is certainly remarkable.

The business preparation for closing exercises is going on in many schools. Let no teacher be ashamed to begin early, to plan broadly and drill thoroughly. There are some who affect to look down on drill work for this purpose, as though it could be spontaneous. The young people of a church met lately to make preparation for laying the cornerstone of a Sunday-school building. Did the minister (an eloquent D. D.), rely on the speeches that would be made? No, he drilled them in marching to music, placing the younger ones in front—in short, showing that he believed in making a pleasing spectacle on the occasion.

A good deal could be said as to the value to a school of the drilling in doing things on the last day, elegantly, artistically, and effectively. The best teachers aim to do this all the year through; the public does not want to be summoned to witness crude, unfinished, and unattractive performances.

Shall German and French be taught in the primary and grammar schools? THE JOURNAL has often given reasons in opposition; in general these languages do not belong to that body of studies selected for the public schools of the country by the best thought of the times. If there are many pupils in a school who want to study French or German the authority may provide for them after school hours; this to be done to meet the wishes of German or French parents. It seems to be thought by some that those who aim at educational reform should add these languages to the present curriculum; this arises from the fact that many who want these languages taught are active in educational reform.

## The Human Touch.

By L. E. STUART.

One morning lately I was walking along the street and saw in advance of me Miss —, a teacher in a primary school. I hastened my steps and we were soon talking cheerily together, for we were well acquainted. It was a pleasure to meet so cheerful and bright a person even on a spring day that was enough in itself to raise one's spirits to a high degree of joyousness. We chatted along until we reached the corner where she must turn; as I walked on alone, I felt I had met with a perceptible loss. A few days after I stepped into Miss —'s school-room to leave her a message from a club that wanted her as a member from my recommendation that she had some life-giving qualities. It was between eleven and twelve o'clock—a trying time; there were fifty-two children in the room and the exercise was in spelling. I said I would wait until school was out, and so witnessed Miss — in her school-room duties for a half hour or more. Finally the program was gone over, and the fifty-two were turned into the air, and I communicated my message.

As I came away I fell to thinking of the difference between Miss — as a teacher and as a social factor. In fulfilling the latter she had no small power; as a teacher she was mechanical and hard. Her voice and manner were as different as Henry Irving makes his when he plays Hamlet and Othello. Evidently she taught for a living. There was no indication that she cared particularly for the future of the fifty-two. In my conversation with her she was a bright and cheery human being; in the school-room she was fulfilling a certain duty and glad when the time came for dismissal.

I recalled my own teachers when I was a little boy; I had one like Miss —; we were afraid of her, though she did not whip any of us. The one that I shall ever remember was a Miss Maria Groves. If a pupil was absent he was inquired for when the morning or afternoon roll was called. "Who knows why Peter is not here?" "Where is Jennie to-day? She will miss the story about the robin." If a pupil was sick he was visited; I well remember a visit she made to me; a pretty little book was sent me to read. How we all mourned when we were told she was to marry and could not teach the school next term!

It is this touch of humanity in the school-room that makes "The Story of Patsy" such a wonderful book. How a pupil will remember that his teacher wept when some affecting passage is read in the reader, or in the Bible! Once Miss Groves was told at morning roll-call that Lucy Kingsland was sick, "real sick." She put on her bonnet and went right over to see her, for the house was near. She soon came back with eyes red from weeping. During the morning we saw tears drop on the book she was holding; we knew it was about Lucy. "She thinks she will die," we said.

But it may be thought this human element will interfere with carrying out the program. It seemed to me that if Miss — had employed this the program would have been easier carried out. She did the school-work so mechanically that the interest was small. In the spelling class the word "caught" was missed; it was quickly put to the next, and so on; the fourth pupil spelled it correctly and another word was quickly given out. It seemed to me that it was an imitation of the attempts of the "bat-holder" in base-ball without the good results; for there if he fails to hit the ball he has exercised his muscles and eye, and in time will become expert. In another school visited the "missed" words were written down on the blackboard and the teacher said, "There are ten words, let each copy off at your seats the ones you have missed; when you can spell these you will have them all perfect; you only missed a few, you see."

This teacher had each pupil greet her as he entered and she smiled at each one and said, "Good morning, Walter," "Good morning, Sarah," and so on. By this little attention the pupil receives, he feels that he is not penned in with the rest as sheep are; he is individual-

ized. People cannot be loved at wholesale. The substance of these suggestions may be summed up in the words of David P. Page: "School must be a part of the life of the pupil; as it enters into his life it molds him, and he enjoys it and remembers it."

## The First Teachers' Institute in Mississippi.

It was held for two weeks in Tupelo, Lee Co., more than eighteen years ago, conducted jointly by that prince of institute lecturers, Prof. George W. Turner, and by the author of this article. A singular feature of this institute was that no one present had ever before attended an institute, not even the conductors. We wrought out our plan and program. We had a crowded house from the very first. Teachers came from half a score of counties. Every subject taught in the public school was taken up in order and thoroughly discussed, as well as the methods of teaching the same. After full discussion of a subject and its methods, resolutions embodying the conclusions reached were passed by vote, spread upon the minutes, and incorporated in the report sent to the state superintendent of education.

Another unique feature of this institute was the office of critic. A judicious appointment was made in the selection of Dr. R. M. Sadler, then a teacher in Pontotoc Co., and now a distinguished physician in the city of Okolona. Every mistake or oversight of the teacher who talked or wrought upon the blackboard, man or woman, old or young, whether in grammar, science, spelling or arithmetic, was noted, and in due time held up to view with all the fidelity of a mirror. The more the delinquent squirmed, the more vigorously the critic applied his lash. Effort at defense only caused the blows to fall thicker and faster. The critic delighted in the discomfiture of his victim. Finally the poor culprit would retreat into silence, blushes, or "dry grins." But great as was our critic's ability and the fleetness of his pencil in jotting down errors, some of the teachers in making blunders distanced him in the race.

One teacher, a good man, had spent many years of his life with the children, and in the innocence of his soul made the astounding announcement that all problems in written arithmetic could best be solved by what he termed "analyses." Several problems were given him, and he failed in all.

Another, who taught "thirteen months in the year," not so much from the love of money as from the love of talking, took the floor as often as the gavel of the presiding genius would allow. His words flowed on, a mighty and ceaseless river, with not an idea afloat. None of his new things were true and none of his true things were new. As to his mistakes, grammatical and otherwise, in the language of our critic:

"To count them all, would take ten thousand tongues,  
A throat of brass and adamantine lungs."

But the most memorable character in this institute was Prof. Rudiger, the parson. He had come from a neighboring county on business and had heard of the institute through the *Lee County Journal*. He could not remain away when the people told him the teachers were talking of all subjects embraced in the common-school curriculum. He entered the house with nervous strides, and with evident misgivings glanced around the room, perhaps suspecting that some egg of infidelity was in the process of incubation. He was ready to strangle the chick when it should break the shell. He was determined to uphold everything orthodox and to demolish everything heterodox. He was self-assertive in the extreme. Grammar happened to be at the time under discussion, and having some vague ideas in that direction he made haste to ventilate them. He poured out the vials of his wrath on the authors of the textbooks in general use, remarking that all grammars were failures, for not one of them, he said, taught the truth that prepositions are often modified by adverbs. As an



example, he quoted the sentence, "The boy caught the perch just below the dam," and asserted that the preposition "below" was modified by the adverb "just." Some one asked him to put the sentence on the board. He proceeded to do so. Once or twice he began and wrote as much as "The boy caught the —," "the boy caught the —," when he would erase and begin anew. Finally, he wrote thus: "The boy caught the fish just below the dam," evading "perch" which he evidently could not spell, but unwittingly falling into a pit he had not anticipated. Some one in the rear of the house asked what good purpose was served by the final "n" appended to the word "dam?" The Rev. Professor hastened to erase the useless letter "n." When he sat down the critic arose; and, as he did so, Prof. Turner whispered to him something inaudible to others; but we may judge what it was from what is to follow. The critic's sharp ear caught the whispered words of Prof. Turner, and after castigating Prof. Rudiger for grammatical and other blunders, he concluded his criticism by the remark that the professor evidently spelled "dam" badly. Then came a roar of laughter and informal adjournment for dinner.

We should not fail to mention that we had with us at this institute the venerable Carmack, the foremost of East Mississippi teachers, a profound scholar, an apt instructor, and a successful lecturer; he was honored and loved by all who knew him. No teacher sent up better prepared boys to the State university.

In the record of that institute, among the most important resolutions will be found those which expressed, after full discussion, the correct use of "shall" and "will," and "should" and "would." All that Butler and other grammarians had written on scores of pages was condensed into three brief rules. I am told that Prof. Turner has been using ever since, with great success, these three rules, and that they have been approved by many of the most eminent teachers that Prof. Turner has met in the institutes, summer normals, training schools, and teachers' associations in Missouri, Texas, and Mississippi. The truth is that many other valuable points in Prof. Turner's noted lecture on "Grammatical Knots" were first brought out by the discussions of this original institute.—From an address by J. G. DENFREE.

### Observation.

1. By observation, I mean the mind taking note of its states of consciousness and the causes of these states of consciousness.

2. We gain all knowledge by observation.

3. Our observation is always of the vague, to make the vague definite.

4. But we never make the vague wholly definite. After all our study and observation, there is a vague beyond; we do not know what matter is nor what mind is.

5. We observe or bring from the vague unities only.

6. We observe the umbrella in the corner, the hat upon the rack, the wild goose in the air, the star in the sky, and refer, recognize, apperceive each as belonging to its class, umbrella, hat, goose, star.

7. We observe the wheel of a carriage, the taste of an orange, the branch of a tree, the door of a house, the cobblestone of the pavement.

8. With our observation of umbrella, hat, goose star, wheel, taste, cobblestone we take each out of the vague and give it boundaries.

9. Now there is apparently, not really a difference here. (?) We synthesize, apperceive, classify, put down with like unities,—hat, goose, star, etc. Hence number, to measure the extent of the class.

10. We have already synthesized taste, wheel, cobblestone, branch, as belonging to its class, taste, wheel, etc. We now think of each as going to make up a larger unity,—orange, wagon, tree.

11. In (9) we stopped with referring our object, each to its class. In (10) we went a step further and beside classifying, as taste, wheel, cobblestone, we wrought it

into a larger unity as a part,—orange, carriage, pavement.

12. In every possible case we might refer the class to a larger unity, as, umbrella, hat, etc., to the class material things. Do (9) and (10) differ at all except as to the extent to which we go back to unities? Do they differ as mental processes?

13. All conceivable unities are parts; all conceivable parts are unities.

14. Before (in 9) our knowledge all is vague; beyond our knowledge all is vague.

15. Reaching out toward the infinite, vague, boundless universe, we discover a few unities by observation: reaching toward the infinitesimal, we discover a few unities; but the universe is vague, the above is vague. All our knowledge begins in the vague, ends in the vague, is surrounded by vague.

16. *Ergo*, there is but one process of knowledge, acquisition—*observation*.

—A. G. M.

### Heart vs. Mind Culture:

#### A Lesson for Young Teachers.

By AN OLD TEACHER.

"Class in mental arithmetic!"

Slowly the long line of boys and girls filed into their customary places on the floor, in response to their teacher's summons. Even more slowly than was their wont; for the morning was oppressively warm,—one of those hot, sultry days in early April, that occasionally surprise us with the suddenness of their coming, and the intensity of their unlooked-for heat.

To this cause, doubtless, was also due the unusually depressing recitation which followed, rasping the poor teacher's tired nerves to the last point of endurance. Even her most reliable pupils seemed to fail her, dragging out to their slow end the monotonous, stereotyped analysis of the several examples. If this were the case with the bright scholars, what can be said of the drones in the class!

Clear down, at the very foot of the class, stood a tall, awkward looking girl, whose sallow, jaded countenance marked her as somewhat older than her companions, as indeed she was.

She stood listlessly thumbing the leaves of her book, and at the close of each recitation, lifting her dull eyes to the teacher's face, in evident anxiety as to whether her turn was coming next.

But the class was large, and the questions long, and the teacher, with intuitive dread, deferring the hardest case until the last, called first upon one and then another, so that the girl at the foot became indifferent, and then drowsy even to sleepiness, until her head nodded.

"Ellen Slade may take the next question, if she has sufficiently recovered from her nap to do so!"

The sharp, incisive tone, coupled with the sound of her own name, aroused the drowsy Ellen from her stupor, and with shame and confusion, she sought to find her place. "The 24th question," said Miss Flint, still in that tone of biting sarcasm.

Having found the place, Ellen mechanically read the problem, and then as mechanically proceeded to solve it. Had she been called upon earlier in the recitation, she might possibly have made a more creditable appearance, for the formula was fixed in her brain by its frequent repetition, so that she could have followed it after a fashion. But that unfortunate moment of forgetfulness had driven everything out of her mind that would have given her anchorage. She floundered about hopelessly for a few moments, and then gave up altogether. "It would seem," said Miss Flint, with withering contempt, "that your nap might have rested you enough to enable you to grasp some idea of the lesson, even if the entire class had not recited before you."

"The girl colored to the roots of her hair, but maintained a respectful silence.



"I wonder," continued the teacher, impatiently, "if there's a question in the book you *can* answer! Turn to the first page and see. Read the first question."

Ellen found the place designated, and read: "'How many thumbs have you on your right hand?' One."

"Bravo!" exclaimed Miss Flint, "you quite encourage me! Go on!"

"How many thumbs have you on your left hand?" If you have one thumb on your right hand, \* on your left hand you will have two times one thumb"—— A shout of laughter from the whole school interrupted her, and even Miss Flint, annoyed as she was, could not restrain a smile.

The poor girl, bewildered, looked up with mute appeal. Evidently, she had not the least idea whither she was drifting.

But Miss Flint was relentless.

"Go on!" again she commanded. "We are in a fair way to learn some startling facts in science, by your peculiar mode of analysis. Pray, go on!"

But the discomfited girl began to realize she was the sport of both teacher and school. For a moment she tried awkwardly to smile at her own stupidity, then her lip quivered, and she quickly covered her face with her book, to hide the tears that would come.

With an expression of disgust on her handsome features, Miss Flint dismissed the class, and later on, at the accustomed hour, the entire school.

Weary and dispirited, she sat by her desk, resting her head in her hands for some minutes after the pupils had all gone. She was not by any means satisfied with herself or her school, during that session at least. But she was far more severe on the former than the latter. Sitting alone with her conscience, the stern monitor was reproving her for impatience and loss of temper, still more for what she now felt to be unkind abuse of a poor, unfortunate girl, when a timid, hesitating voice at her elbow suddenly broke the silence:

"Please, teacher,"——

Turning quickly in amazement, Miss Flint beheld the object of her thoughts, standing by with a dipper of cold water in her hand. "Please, teacher," continued the girl, "I thought as how you must have the headache, with your head a-leaning on your hand, and I brought in some cold water for you to put on your head. I—I do so for mother when her head aches, and she always says as how it makes her feel better."

A choking sensation came into Miss Flint's throat. She was not so hard as her name. "Thank you, Ellen, you are very thoughtful," she said kindly. "I do not care to bathe my head, for it is not aching, only tired,—but I am very thirsty, and the water is indeed refreshing. Thank you very much," she said again, as she passed back the dipper.

But the girl still lingered.

"Please, teacher,"——

"Yes," returned the latter with an encouraging smile.

"I'm sorry I'm so dull, and I'm sorry I went to sleep, but baby brother has been sick lots o' nights, and mother was all tired out. So last night I teased her to let me take care of baby so's she could sleep. He's most always good with me when he won't let nobody else touch him. He didn't sleep none—but mother did, and I kept him quiet all night some way or nuther, and I s'pose that's what made me so sleepy to-day. But I'm sorry to trouble you, teacher."

Ah, whose eyes were glistening now! A great throb of remorse shot through the teacher's heart.

"Dear child," said she, drawing the girl impulsively toward her, "never speak of it again. I was very, very wrong to talk to you as I did. Had I only known—but there, it is too late now. Only I must ask you to forgive me, Ellen, for you put me to blush, with your noble loyalty to duty. Never, never again will I lose patience with you, however hard it may seem for you to understand;" and brushing the unkempt hair away from Ellen's forehead, she sealed her promise with a kiss.

Coloring with surprise and pleasure, Ellen said softly,

\*Fact.

"Thank you, teacher;" and hastened away.

The memory of that kiss, and the kind words accompanying it brought comfort to the poor, neglected girl in many an hour of sadness that came to her in after years; and but for the same, sweet memory, the teacher herself would have been comfortless in the sad event which immediately followed.

Ellen did not come to school that afternoon, nor the next day, nor yet the next. Indeed two weeks had gone by, and still Ellen failed to make her appearance.

One day at dinner, a young physician who boarded in the family with Miss Flint, remarked upon a very trying case he had been called to that morning. It was that of a young girl whose hands had been dreadfully burned in attempting to save a younger sister whose clothes had taken fire. The sister had miraculously escaped with little injury, but the older girl had succeeded in saving the little one, at great risk and suffering to herself.

"I was called to the case first, about two weeks ago, when it first happened," said the young doctor, "and then I thought the burns might heal without difficulty. But this extremely hot weather, taken in connection with the girl's low state of blood, has induced very unfavorable symptoms, so that in order to save her life, I was obliged to amputate the thumb on her left hand, this morning."

"Brave little girl!" exclaimed one. "What is her name?"

"Slade," I believe, "returned the doctor," Ellen Slade.

"Why, that is *my* little girl," exclaimed Miss Flint, "and I have been wondering whatever became of her all this long while. Doctor, you *must* take me to her just as soon as ever you can. I must see her!"

So it came to pass, that when poor, suffering Ellen, lying white and wan amid her pillows, the hands that had done such brave service, being bandaged and placed each on a soft cushion before her, lifted her eyes to greet her physician as he came in at eventide, she uttered a cry of joy at the familiar face that accompanied him.

"I knew you would come, teacher," she exclaimed, "if you heard about it. It happened that very afternoon, after I left school." "Yes, Ellen, I know all about it," interrupted her teacher, noticing with some alarm the rising color in the excited girl's face, and hastening to calm her.

"You are my dear, brave girl, and I have come to tell you how proud I am that I have ever known you," and stroking her hair tenderly, she bent over her and kissed her on either cheek, and then on both her poor, maimed hands.

"Dear hands," she said, "that saved a little one from such a cruel death!"

"Anyway, teacher," said the poor girl with a pathetic attempt at cheerfulness, more touching than tears could have been, "I guess I shall always know now how many thumbs I have on my left hand!"

But the teacher answered never a word.

The following words from Ruskin, discussing the condition of mind in Turner who, he says, did his work, aiming solely to do it rightly, and from which he infers that all good work is done for love only, have a remarkable application to the teacher:

"So far as you desire to possess rather than to give; so far as you look for power to command instead of to bless; so far as your own prosperity seems to issue out of contest or rivalry of any kind with other men or other nations; so long as the hope before you is for supremacy instead of love; and your desire is to be greatest instead of least; first instead of last—so long as you are serving the Lord of all that is last and least—the last enemy that shall be destroyed, death, and you shall have death's crown, with the worm coiled in it; and death's wages with the worm feeding on them; kindred of the earth you shall yourself become, saying to the grave, 'Thou art my father,' and to the worm, 'Thou art my mother and my sister.'"

## The School Room.

MAY 13.—EARTH AND SELF.  
MAY 20.—NUMBERS, PEOPLE, AND THINGS.  
MAY 27.—LANGUAGE AND DOING.  
JUNE 3.—PRIMARY NUMBER, ETHICS.

There is a pleasure in the pathless woods,  
There is a rapture on the lonely shore;  
There is society where none intrudes  
By the deep sea and music in its roar.  
I love not man the less but Nature more.  
From these our interviews, in which I steal  
From all I may be, or have been before,  
To mingle with the universe, and feel  
What I can ne'er express, yet cannot all conceal.  
—Lord Byron.

## The Subject Matter of Elementary Science.

By WILBUR S. JACKMAN, Cook Co., Normal School.

When a teacher is fully convinced of the necessity of introducing elementary science work into his school, and has resolved to make a beginning, the question of how to obtain material is often one of sufficient difficulty almost, if not entirely, to defeat his efforts. It is not an insurmountable difficulty, however, but merely a new one which the average teacher has never been called upon to overcome, and it is but natural that a certain degree of helplessness should be felt in approaching it. The trouble is much greater for some than others; the country teachers have a decided advantage of those in the city, yet it is too often the case that the former have no disposition to use their bountiful supply. It is a much easier task to show a willing teacher who does his work in the heart of a city, it may be, *how* to obtain materials than it is to explain to an unwilling teacher *why* he should use them, even though an abundance be at hand.

### 1. What is appropriate material for science work?

This question, easily answered at any season, is especially so in the springtime. Reviving nature brings a profuse supply, where nature has her way, but the variety depends upon the peculiarities of locality and each teacher must learn to use what comes, in a properly thankful spirit. A few suggestions, though, may be of assistance.

1. *The earthworm.*—This wonderful little deliver in the earth can be found almost everywhere. Its work is often as easily observed and really more clearly apparent in the cities than in the country. The gradually sinking flagstones in the pavements with the grass encroaching on the edges speak plainly of their work. A study of the reasons why it is found advisable to lay pavements on a bed of ashes or sand rather than clay or soil will lead to an interesting and profitable study of the earthworm and its adaptations to its earthy environment. Sedgwick and Wilson's *Biology*, Holt & Co., contains most excellent directions for the study of the earthworm as to structure and function, while *The Formation of Vegetable Mould by Earthworms* by Darwin, published in Humboldt library, paper covers, should be in the hands of every teacher. It is simply invaluable not only for the information it gives, but in furnishing the teacher a model for methods of observation and study.

2. *Insects.*—These are to be found in the greatest abundance and often in unexpected places. There is no attic or cellar, scarcely a room, in city or country that will not furnish a supply of spiders, which may be considered for present purposes under this head. As warm weather approaches almost anyone may surprise one of these artists at work upon the marvelous fabric of its web. Sometimes an opera glass can be called into one's assistance and then the work may be perfectly examined at a safe distance. They delight to do their work in the twilight of evening or early morning, and then, retiring to a convenient spot, they, in ambush, await the hapless victims that become entangled in the delicate meshes of their gauzy webs. Emerton's *Spiders and Their Habits* is a small book which will be very helpful to teachers in this work.

The electric light is the deadly attraction which lures myriads of insects to an untimely end. And, likewise, wherever plant life of any description is to be found, there, also, most surely will be insects whose habits may be studied. As a small reference book, well supplied with plates, Eberhart's *Elements of Entomology* is a valuable help to teacher and pupil in identification. It is published by A. Flanagan, Chicago.

3. *Crawfish.*—In most streams and ponds of clear water the crawfish may be readily obtained and it is an extremely interesting animal to keep alive in the school-room. A five-cent subscription from the children will purchase an aquarium which will keep many of these for observation. At this season, the female will be found with eggs or young attached to her swimmerets and

their development may be observed. If a microscope be at hand the circulation of the blood is plainly visible in the transparent body of the young crawfish.

4. *Frogs' and Toads' Eggs.*—Any pond will usually furnish an abundance of these eggs, and the development of the tadpole is an instructive study. Tadpoles themselves may be found in ponds, having passed through a stage of arrested development, during the winter season, in the mud and under leaves, at the bottom and under the protecting banks of the pond.

5. *Fish.*—It sometimes is possible to obtain fish from a stream or perhaps from a dealer in goldfishes. A small fish globe, costing from fifty cents to one dollar, will enable the teacher to keep a sufficient number of fishes from which the children will learn many things concerning the habits of these graceful and beautiful creatures.

6. *Turtles.*—Turtles are, also, usually abundant in streams and ponds. They may be kept in a bucket or tub of water and with proper treatment will become quite tame. A bit of fresh meat, now and then, is all the food they require and their mode of tearing it into shreds with their claws is very interesting. In many places, three or four different kinds may be found.

7. *The Hydra.*—This interesting little animal may often be found by gathering up some of the submerged water plants growing in ponds. Place a handful of these in a fruit jar of clear water and await developments. Sometimes they will appear within a day or two sticking to the inner surface of the jar or to the sides of the plants. They are very delicate and quite small, yet large enough to be interesting to observe with the unaided eye. They consist of a short stalk sometimes one-sixteenth of an inch long from the free end of which radiate several slender arms or tentacles. These are swaying about in continual motion except when disturbed and then the animal suddenly contracts them. There are two kinds which may be readily distinguished by their colors—one bright green, the other brown. Sometimes both kinds may be found together on the same mass of plants.

8. *Pond Snails.*—Legions of these may be found in many marshes and ponds. If kept in glass jars they will lay their eggs in transparent masses which they fasten to the sides of the vessel. The young snail appears within the egg as a minute black speck and with a microscope of low power its development may be watched. Even to the naked eye they are very interesting.

9. *Water Beetles.*—These may be found usually in considerable variety and may be easily kept in glass jars. The modification of their feet and legs into the paddle-like form is an interesting illustration of a marked modification of structure to suit function. Some of these, very curiously, swim backs downward.

10. *Snakes.*—A trip to the country is almost sure to result in the capture of one or more of these much maligned and much misunderstood little creatures. A common garter snake is perfectly harmless and may be kept, for a few days at least, in a glass covered box, and a good deal may be learned about it, even under such disadvantage. If kept in this way, the aversion of the pupils, which many assume to be natural, will largely pass away.

11. *Plant Life.*—Under this head much material is easily supplied. All sorts of seeds may be germinated in boxes and jars and the various stages noted. The budding of trees is an interesting study; the flower is most attractive, and through all of these the plant habits may be studied.

### 11. How may such material be obtained?

The ideal way is for the whole school to go as often as possible upon a collecting tour to certain points which are as nearly typical as may be of some particular thing. For example, a marshy region as the natural home of many things above mentioned. But with most city teachers this is impossible, or it seems to be so under present conditions.

The next best thing is to have the school, or each room, elect a committee of three or four whose business it shall be to go, when necessary, to the country for supplies. Two or three committees may be elected so that the work may be well distributed. A tin botany case, a net, and a pail or two make a fairly good collecting outfit for the purpose. A small contribution from each pupil in a room will be sufficient to defray all expenses which of course should be borne by the whole number of pupils.

Sometimes arrangements can be made with suburban schools for certain material that the latter can easily collect. If the case is properly stated, pupils find great pleasure in collecting objects of interest for those less fortunately situated than themselves.

If these means fail, the teacher must rely upon himself (or some one hired) for the necessary collections. This is not a small task, yet if proper care is taken of the things when collected, a small amount will keep up interesting work for an entire room. The difficulties which beset teachers in gathering material vary with the circumstances of the different teachers. Each one must devise ways and means for himself and the long and short of the matter is that when the teacher really sees what a tremendous part this kind of work plays when properly done, in the development of the child's mind, no difficulties will be great enough to prevent his obtaining, in one way and another, all the supplies that are necessary.



## Minerals. IX.

By MINER H. PADDOCK, Jersey City, N. J.

## CALCITE.

Calcite is widely distributed. As limestone, marble, chalk, it constitutes large portions of the earth's crust. As stalactite travertine it forms considerable masses. It appears in crystalline and crystal forms, imbedded in limestone and other rocks. And in the bony structure of animals we find the same material.

It is most commonly recognized by its degree of hardness, its cleavage when it has this quality, and by its effervescence with an acid.

Its chemical base is the metal calcium. This element when extracted has a yellow color, but unites with oxygen so readily that it is not easily kept separate. Calcium in gypsum (calcium sulphate), is united with sulphuric acid; in fluorite with fluorine; and in apatite with phosphoric acid. But the carbonate is most abundant.

Used in our "Mineralogical Primer" calcite especially illustrates the third degree of hardness, perfect cleavage in several directions, rhombohedral forms, and the acid test.

In physics, the transparent variety, Iceland spar, shows double refraction and polarization of light.

In chemistry, the mineral illustrates the effect of heat or an acid in driving off carbon dioxide, and furnishes the " $\text{CO}_2$ " with which we experiment. We observe the formation of quicklime before the blowpipe, with alkaline reaction, the production of lime-water, and the making of mortar. We note the uses of lime, mortar, and ornamental building material.

There is no mineral that offers more varied or instructive lessons than calcite, or more interesting results. We do not, however, in the following outline repeat, with calcite, processes already sufficiently described, only developing those characteristic of calcite.

Pupils can easily provide themselves with specimens of marble, chalk, etc., and the crystalline forms are apt to be found in seams of rock, or may be purchased of dealers.

The student with mineral in hand tests its *hardness*, too firm to be impressed with the finger nail, too hard to be scratched by steatite or gypsum. But it yields to fluorite, apatite, and other members of the scale. It is readily indented with a pin.

Taking your steel file point in your fingers, you draw it rather easily across the mineral in an inconspicuous part and leave a fine mark. The hand becomes accustomed to the amount of effort required, a degree beyond that of gypsum, and you call that degree No. 3 in the scale.

A pupil naturally notes the *form* of his calcite. It may be massive, irregular, as limestone. If massive, it is without exterior crystal faces; if irregular, it breaks without cleavage. We may call this also amorphous.

It may be massive crystallized as marble. The microscope shows the minute crystals compacted together. Still the marble is devoid of cleavage.

Or it may be massive crystalline, as in calc spar, the smooth cleavage faces of which show its so-called crystalline arrangement of molecules, though it is possible that in this case the piece may be a part of a crystal; and lastly the specimen may be a crystal, *i. e.*, it may have smooth exterior faces of definite direction.

A good specimen of calcite especially sets forth *rhombohedral cleavage*. Place a piece of calc spar on the edge of a block of iron, parallel to one of its faces, or hold it in the hand and strike it with the edge of a hammer so as to deliver the blow parallel to one of its faces. See, it parts easily and every small fragment has the same general shape with six rhomboidal faces. Try persistently till you have ground it to powder, and you cannot make it take any other shape. Such easy cleavage we call perfect or eminent.

Now hold up the specimen and note more carefully the shape of the face.

Each one of its six faces is a perfect rhomb; that is, each face is a parallelogram, with its opposite sides equal, and having two equal obtuse angles and two equal acute angles.

If you could break a piece in some other direction than its cleavage it would be *fracture*. See if you can do it. The readiness with which it parts shows that in tenacity we must call it *brittle*.

*Color and streak* are easily decided. They are, or may be, of all colors, nearly from white to black. In *luster* you note it vitreous, or rather subvitreous, appearance. The mineral will impress upon your mind what is meant by this degree of luster, as contrasted with metallic, adamantine, silky, etc. Sometimes, however, calcite on an especially fine cleavage will have a silky or pearly look.

Your Iceland spar is *transparent*, other forms opaque. The mineral has no *magnetic* or *electric* properties, and in specific gravity you find it is 2.7 heavier than water.

Having decided these physical properties let us look upon our pupils as they continue their study. The question is with regard to the solubility of the mineral in acids. Each has his tiny bottle of acid. He withdraws the glass rod stopper, which projects be-

neath the surface of the acid, and places a minute drop on the calcite. "Ah, it boils!" "It fizzes up." "It effervesces."

What is the cause of this? "A gas is escaping." Let us see what the gas is. We place a few bits of the mineral in our test-tube, and allow a few drops of acid to fall upon it, holding the thumb over the mouth of the tube. The gas forces its way out.

We lower a lighted match in the top of the tube; it is extinguished. We take a narrow glass rod, or tube, dip it in lime water, and then lower it with a drop of the lime water clinging to it into the test-tube above the effervescing calcite. After a few moments we withdraw it. Holding it up to the light, we see the drop has become whitened and nearly opaque. The gas is carbon dioxide, and evidently our mineral is a carbonate.

Once more we try the mineral. A pupil places small particles in his test tube, and advancing to the table, holds the mineral above the flame of a lamp. There is no evidence of moisture or fumes. But heated intensely, it whitens. And the open tube shows the same.

Now a pupil takes a blowpipe and holding a small piece in the forceps directs the flame upon it. Another does the same, holding his fragment upon charcoal. Intensely ignited it colors the flame red. It whitens, but cannot be fused, however hot the flame, though it crumbles more easily than before.

When cool, we place the piece upon pink litmus paper. Now we bring a small portion of water on the end of a glass rod in contact with it. See how it suddenly changes with a slight sound and falls down in a white dust. It was calcic oxide,  $\text{CaO}$ . Now it is calcic hydrate,  $\text{Ca(OH)}_2$ . Moisten it a trifle and you see the pink litmus has turned blue,—and alkaline reaction.

You place your white  $\text{Ca(OH)}_2$  in water in a test-tube. It dissolves, perhaps all of it; you have lime water. It restores the blue color to pink litmus. Blow through the solution with a tube. Whitened, it has become again calcium carbonate and proves the presence of carbonic dioxide in the breath.

How does this substance come to be found in widely extended layers or beds? It was formerly generally diffused through the rocks or crust. Water dissolved it and carried it to the sea.

Animal life of the sea, secreting it from the water, used it to form their shells and bony parts. Animals, dying, left their shelly portion to mark their habitation.

The waves of the sea ground the shells and the water compacted the fine powder to a solid mass of limestone. So all the great limestone beds were formed.

Then heat and moisture under great pressure of rocks, accumulated later above the beds, converted the limestone to marbles of various kinds. In places, the water, dissolving and re-depositing portions, changed the lime to crystalline forms. Sometimes, coming to the surface and overflowing, lime-laden waters turned vegetation to travertine, or formed crystals and stalactitic masses.

## Mother Earth.

By AMY KAHN.

All the plants, my dear,  
Are fond of one another,  
So very often, can we hear  
Them speak to earth, their "Mother."  
They whisper in fond accents low,  
In tones so mild and sweet,  
That patiently, they'll wait to grow,  
Till "Springtime" does them greet.

## Gum-Chewing.

By J. W.

There is nothing so disgusting to the eye of some men (and women) as gum chewing. It not only gives one an ungraceful appearance, but gives the mouth a very rude and ugly shape which is very unbecoming.

Some say chewing gum is a cure for dyspepsia. This, we don't doubt, provided people so afflicted chew it after meals for not more than ten minutes, but for a healthy girl to chew it for hours at a stretch as though her life depended upon it, there is no excuse.

Gum chewing is injurious to the eyes, as the nerves of the ear come in contact with the eye, thus causing the eye to be strained and sore, produced by the continual action of opening and shutting the mouth. If people who chew gum could see themselves as others see them, they would no doubt give up this habit, which is very unbecoming and disagreeable to those who are obliged to come in contact with them.

Suppose our grandmothers had contracted the habit of chewing gum, we could not say then as we do now, what a sweet face grandma has! But if our boys and girls keep on chewing gum they will see after they grow to maturity, that many of the wrinkles which they wear were brought on by this obnoxious habit.



## Mastery.

You have the power, within your own right hand,  
Of Midas, turning everything to gold.  
By patient toil "Go up—possess the land,"  
And all its hidden treasures will unfold.

—RANDALL N. SAUNDERS.

## Hygiene for the History Class.

By E. E. K.

That the effort of physicians for the past two or three hundred years is beginning to have an effect in prolonging life is a fair inference from recently compiled statistics. Exceptional longevity is more common at this end of the century than it was at the beginning. This is abundantly proved by the obituary lists of 1892. It was attested that the last English Waterloo officer had disappeared in 1891 but it appears that there was still another survivor, Lieutenant Maurice Shea, who died last summer in Canada. During the year also were recorded the demise of Dr. Mottcot (aged 99), an army surgeon of 1825, Major Fleischmann (a German Waterloo veteran), and Herr Leopold of Stettin, who could claim the same distinction.

At the ripe age of 101, England lost T. W. Sommerson, who served before the mast in the Revolutionary war, and was present at Lord Nelson's funeral; while, at precisely the same age, died Louis Cartigny, a powder monkey on board the *Redoubtable* at Trafalgar, and *doyen* of the Legion of Honor. Not much confidence is to be placed in the alleged ages of Margaret Rivera and Namyka Pacha (said to have been 132 and 114 respectively), but among the centenarians and nonagenarians who died in England, were Mr. Isaac Bone, of Alton (105), who was married in 1811 and rang three bells on his hundredth birthday; Mrs. Hennings, widow of the vicar of Harwich, aged 103; John Molloy, of Dudley (106), Miss Theodosia Egan, of Worcester (100), Betty Joyce, of South Molton (106), the Rev. Father Schofield (100), and George Callahan, who entered the navy four years before Waterloo, and was one of Napoleon's jailers. The ranks of the survivors of Navarino have been lessened by the deaths of Colonel Russell and Staff-Commander Bateman. Considerably over one hundred was the Peninsular veteran, Daniel Lyons, of Castleland, who enjoyed a pension for seventy-eight years; and among the nonagenarians were General de Benedictus, who served under Murat and his six successors, Lady Hampton, and Mary Ann Wellbelove, George IV.'s housemaid.

Of deceased Continental centenarians, the most remarkable were Madam Wirth (104), married during the "Hundred Days," Dohose, the survivor of Moscow (108), and Steven Ivanoff (116), who served under Paul I., and was a scarred veteran at Leipzig!

—An Extract.

## QUESTIONS.

Does this statement of increasing longevity seem probable to you? What reasons can you give for supposing that life may be getting longer for human beings? When and where was the last sweeping epidemic? What do you know of the causes of that plague? What can you guess with regard to its causes, in addition to the facts you have at command? What do you know of other great plagues? Would the same conditions that cause an epidemic be likely to shorten the average of human life? Are such conditions changed since the days of great epidemics? What is the nature of the changes? How may we apply the teachings of history in this regard to our own modes of living?

Write a composition on this subject.

## Character Study.

By ROSE N. YAWGER.

Do your children know the value of incidents as indicating the character of individuals?

1. There were once two school-boys whose names were James and Harold. These boys were very studious and had the same advantages. One day the class were given an examination. James took his question paper, glanced hastily over it, and left the room. Harold looked over his paper. He saw only two questions that he could answer, but he sat down and answered those. Then he thought of another answer and another and wrote until the paper was completed. What quality did Harold possess which James did not possess?

Contrast the two characters, and lead the children to see that Harold possessed *determination*, or, as the children will probably say, *grit* or *pluck*.

2. Mary was eating an apple in school, which was, of course, not allowed. She watched the teacher and when the teacher was looking Mary put the apple under her desk and stopped eating. Then when the teacher turned around again Mary would go on eating. What does this incident tell of Mary? (*Duplicity* or *deceitfulness*.)

3. Will and Fred were walking down the street. They saw a poor, helpless little bird that had fallen out of the nest on a neighboring hedge on to the hard ground. The tiny bird fluttered its weak little wings and hopped along the ground, all the while uttering piteous cries. The mother bird flew round and round, answering her birdie's call with notes equally expressive of grief. What did the boys do? Fred caught up the bird and Will climbed up on a fence, and bent down the evergreen branch which held the nest. Then Fred put the bird in the nest, and as the two boys passed down the street, they could hear the birds

chirping and twittering away. What can you say of these boys? (*Kind, loving, thoughtful*.)

4. Thursday was Anne's birthday. When her mother handed her the dinner basket in the morning as she started to school, it seemed very heavy. Her mother smiled and said, "Don't open it until noon, Anne." Anne did as she was told, but thought of her basket with pleasure all the morning and looked at it with longing eyes. When she opened it at noon what do you think she found? Three great golden oranges. There were just five little girls beside Anne who carried their luncheon to school. Anne thought a moment and decided that she would divide her oranges among them, and then all would enjoy her birthday present. She did this and each child received half an orange. What does this incident tell of Anne. (*Generous, liberal, etc.*)

## Body Culture. III.

By the Author of "Preston Papers."

AIR (Concluded.)

Did you ever think that a room might be so full of *things* that there wouldn't be *rooms* enough for pure air to come into it?

It is true. Some people put in so much furniture that nearly all the space in the room is filled, and the air can only come in in small quantities—and then it doesn't last long. Then some people have such thick carpets, and heavy curtains, and so many stuffed chairs, sofas, etc., that they gather dust and help make the air bad.

"My Mamma always takes the chairs out on the piazza to dust 'em."

That is good, so far; but walking on the carpet, or moving other things on it, loosens the dirt, and the dust rises, then settles upon the furniture or whatever is in its way, so that it all gets dirty in time—and even if the room is not much used the things will be found dusty after a short time. And one thing that I think of helps use up the fresh air in our rooms, after they have been properly aired or ventilated, as we call it. I mean the lamp, or gas. That burns up the fresh air very rapidly and should never be kept in your sleeping room after you have gone to bed.

A kerosene lamp, turned low, does even more harm than if up "full blaze." With gas it is a little different.

"Then I should think the air in a church would be full of poison when there are so many people and lights in it."

Churches are built higher than our rooms, so there is more air-space in proportion to the floor-space; but the air does become bad, and frequently it becomes so bad that people sleep through a sermon, and wake up with a headache.

"Yes, and I've seen a lady faint away in church."

"Faint" is better than "faint away"—but I have seen that same thing happen. When so many people have sat still so long, breathing the fresh air until it was all used up, and then breathing the old air over and over again, and there has been a great number of lights, the janitor has to be especially careful about *cleaning the air* for the next time. Now I want to ask if you can see any reason why out-door air is better for us to breathe than in-door air.

"There's more of it."

"There hain't so much in the way of it."

"It's cleaner."

O James! don't say "hain't." Can you correct that?

"Ain't."

No, try once more, please.

"Is not?"

Yes, or we may say *isn't*. But your reasons were all good ones—and if you breathe plenty of out-door air, and take it in through your nose, breathing deeply, you will make a good start toward being strong when grown up. Can you see or think of any places out of doors that ought to have better air than some other places?

"Out in the fields."

"Away from the houses."

"Where there are only a few trees."

Yes—and these are reasons why the country is always considered a better place for a home than the city is. The air is not used to purify so many breaths and buildings, and there is a better chance for it to move. Now you may stand, and I will open the windows and we will all fill our lungs full of good air. Turn out all the bad air, from your bodies, and let the pure air rush in and fill every cell. Hold up your head and chest, take long deep breaths, as I count—1, 2, 3, 4, 5, 6, 7, 8, 9, 10. There! that was well done and now we will go to our lessons again.

"Life is made up not of great sacrifices or duties, but of little things in which smiles and kindnesses and small obligations, given habitually, are what win and preserve the heart and secure comfort."

## Physical Culture. V.

By HANS BALLIN, M. G., Supervisor of Physical Culture, Public Schools, Sandusky, O.

## CULTIVATION OF GRACE.

"As grace is the expression of a noble soul, so is dignity the expression of elevated feeling."—(Schiller.) (It is the task of Physical Culture to aid the union of the two natures in man, to make a harmonious whole.

Grace and dignity were highly esteemed by the German poet-philosopher. In fact, they are noble qualities which should not be trifled with, and only vanity and arrogance will endeavor to imitate them. Before the forum, where psychology and pedagogy are the judges, means shall be found to imitate the *moral state* of which dignity and grace are the expression.

Is there anything more ridiculous than to teach a child how to stoop and bend, and act, with consciousness in the stooping, bending, and acting? Says one book of modern issue: He (the boy) picks the flower with the hand on the side nearest, then rises and gives it with *fitting expression* to the teacher, who stands by. Is it of children thus taught that Longfellow sings:

"Ye are better than all the ballads  
That ever were sung or said,  
For ye are living poems,  
And all the rest are dead."?

Children taught in such a pitiful manner how to "express fittingly" their inner soul, will be aping grace and nothing more; and, if no other moral force approaches them, will grow up to be dudes and dudines.



10.



10a.

Though gymnastics properly taught, where strength and rhythm, dexterity and mirth, are closely allied and interwoven, the child's nature and moral forces are leaning on and growing up as the young plant leans on and grows up the prop.

## FIFTH LESSON.

- (1) Raise arms forward—1!  
Raise arms upward—2!  
Lower arms forward—3!  
Arms down—4!  
In time, four counts—Begin! 1! 2! 3! 4! etc.
- (2) Arms to thrust—Raise! (1!) (Figs. 9 and 9a last article.)  
Arms—Down! (2!)  
Arms to thrust, in time, two counts—Begin! 1! 2! etc.
- (3) Arms left—Raise! (1!) (As in Figs. 10 and 10a.)  
Arms—Down! 2!

This is an exercise, which, as simple as it appears in the picture, is of great educational value. Compare what has been said about symmetry, the sameness in the counterparts, in article II. The arms in this exercise are to the same direction, while they are kept in dissimilar position or attitude. This exercise was shown to the boy and on trial we find him executing it as represented in Fig. 10a. While laying all stress on the directions of the arms, he forgets his foot entirely and his eyes follow in insulatory motion the movement of his arms. By detailing the exercise, raising the left arm first, getting it and the hand in correct position, and then raising the right arm, success is better ensured. After some practice both arms are raised together; and still after repeated trials:

- (4) Step-position sideward left and arms left—1! (Fig. 10.)  
Back to position—2!

Step-position sideward left and arms left, in time, two counts—Begin! 1! 2! etc.

Exercises of grace should oftener be practiced in time, than those of strength. They should, however, be well learned first and at all times be executed with ease and without noise. The turning of the head, the swinging of the body, the incorrect position of the hands and fingers, should never be permitted.

- (5) Arms right—  
Raise! (1!)  
Arms—Down! (2!)

Raise arms right in time, two counts—Begin! 1! 2! etc.

- (6) Step-position right and raise arms right—1!  
Back to position—2!

(7) Step-position right and raise arms right, in time, two counts—Begin! 1! 2! etc.



11.

Arms left and right, alternately—1! 2! 3! 4! etc.

Although in direct connection with the foregoing, this exercise offers some difficulty. The arms are not lowered together. The head is more frequently turned. Make longer intermissions between left and right, so as to give the scholars time for thinking.

- (8) Arms left and right, alternately, in time, four counts—Begin! 1! 2! 3! 4! etc.

- (9) Hands on hips—Place!  
Bend trunk forward—1!  
Straighten trunk—2!

- Arms—Down!

- (10) Arms to a circle over head—Raise! (1!) (As in Fig. 11.)  
Arms—Down! (2!)

Arms must be over the head and the latter must not incline forward. Fingers in correct position.

- (11) Step-position forward left and arms to a circle over head—1! (As in Fig. 11.)  
Back to position—2!

- (12) Arms to a circle over head, in time, two counts. Begin! 1! 2! etc.

- (13) Step-position forward left and arms to a circle over head, in time, two counts—Begin! 1! 2!

- (14) Where you can place the pupils in

alignment, you may try.

- Arms to a circle over head, chaired—Raise! (1!) (Fig. 11.)  
Arms—Down! (2!)

- In time, two counts—Begin! 1! 2!

- (15) Step-position forward right and arms to a circle overhead, chained, in time, two counts—Begin! 1! 2!

- (16) Hands on hips—Place!

- Cross-step-position forward left—1! (As in Fig. 12.)

- Back to position—2.  
Arms—Down!

The left foot crosses the right, is placed far enough back so as to stand vertically on the toes.

- Hands on hips—Place!  
Cross-step forward right—1!

- (17) Back to position—2!  
Arms—Down!

(Arms go down, when you are through with the exercise.)

- (18) Left arms to a semi (half)-circle over head—Raise! (1!) (As in Fig. 12.)



12.

Arms—Down! (2!)

Right arm is placed at the same time on the small of back and lowered with left. The head does not incline to the raised arm, nor is the left shoulder raised!!

(19) Right arm to a semicircle over head—Raise! (1!)

Arms—Down (2!)

Left arm is placed on the small of back.

(20) Cross-step-position forward left, and left arm to a semicircle over head—1! (Fig. 12.)

Back to position—2!

Right arm on small of the back.

(21) Cross-step-position forward right and right arm to a semicircle over head—Raise! (1!)

Back to position—2!

Left arm on small of the back.

## Supplementary.

### Spring and Summer.

Spring is growing up.  
Is it not a pity?  
She was such a little thing,  
And so very pretty.  
Summer is extremely grand,  
We must pay her duty;  
But it is to little Spring  
That she owes her beauty!

From the glowing sky  
Summer shines above us;  
Spring was such a little dear,  
But will Summer love us?  
She is very beautiful  
With her grown-up blisses,  
Summer we must bow before;  
Spring we coax with kisses!

Spring is growing up,  
Leaving us so lonely;  
In the place of little spring  
We have Summer only!  
Summer with her lofty airs,  
And her stately paces;  
In the place of little Spring,  
With her childish graces.—*Selected.*

## Literary Round Table.

(From the Advance Sheets.)

ARRANGED BY THE AUTHOR OF "*Preston Papers*."

FOR COMMENCEMENT EXERCISES.

No. 1.

### Hidden American Poets.

(This number is specially designed for high schools and academies—though many grammar grade teachers will utilize it also. No attempt has been made to give it the place and form of a lesson on each poet from whose work the quotations are taken. Neither has it been confined exclusively to leading or "standard" poets, much that is witty, wise, and sweet finding its outlet in verse by people who might not rank as "poets" technically.)

#### SUGGESTIONS.

The fun of this scheme lies in its secrecy, rather than its pro-fun-dity, the class and teacher being the only ones *who know*. No member of the class knows the author of any quotation or recitation except his own.

#### METHOD.

The teacher announces that a quotation will be read or recited, and the audience will be requested to guess the author. After a brief waiting, the student may name the poem as a "clue." Should the first quotation prove "beyond the knowledge or memory" the student gives a second or third, waiting each time until authorized by the teacher to proceed. Failing then to introduce the poet "by name" the student gives the "recitation" referred to; where this is not added, name of birthplace, date of birth, other poems or writings by the same author may be used. Finally, if everything has been too obscure to obtain recognition, the student gives the name.

Should the audience guess at the close of the first, quotation the student must either recite or give data as above.

Prizes on both sides, for those who are successful in "hiding" their authors, and for those who "find" them, will add to the zest. A small admission fee would furnish purchase-money for the prizes, which of course should be a "collection" of American poets, or single copies of any one.

In some instances only a single quotation has been given—that every pupil may have a "part" in the exercises.

A larger aggregate of material is furnished than will be used at any one entertainment, thus affording a liberal choice.

MARGARET E. SANGSTER.

### A Winter Sunset.

"A wonderful glory of color,  
A splendor of shifting light—

Orange and scarlet and purple  
Flamed in the sky to-night."

### An Autumn Day.

"Earth is all in splendor drest;  
Queenly fair she sits at rest,  
While the deep, delicious day  
Dreams its happy life away."

Recite.—"A Maple Leaf."

ELIZABETH OAKES SMITH.

### Faith.

"Faith is the subtle chain  
That binds us to the Infinite; the voice  
Of a deep life within."

LOWELL.

### Legend of Brittany.

"It is good  
To lengthen to the last a sunny mood."

### A Fable for Critics.

"Nature fits all her children with something to do;  
He who would write, and can't write, can surely review."

### Present Crisis.

"Once to every man and Nation  
Comes the moment to decide.  
In the strife of Truth with Falsehood,  
For the good or evil side."

### Prometheus.

"Evil springs up, and flowers, and bears no seed,  
And feeds the green earth with its swift decay,  
Leaving it richer for the growth of truth."

### The Vision of Sir Launfal.

"'Tis Heaven alone that is given away;  
'Tis only God may be had for the asking."

### The Capture.

"Before man made us citizens,  
Great Nature made us men."

### Columbus.

"Endurance is the crowning quality,  
And patience the passion of all great hearts."

Recite.—"The Heritage."

JOSEPH RODMAN DRAKE.

Recite.—"The American Flag."

RALPH WALDO EMERSON.

### Threnody.

"What is excellent,  
As God lives, is permanent."

### The Titmouse.

"'Tis good-will makes intelligence."

### Terminus.

"As the bird trims her to the gale,  
I trim myself to the storm of time.  
I man the rudder, reef the sail,  
Obey the voice at eve obeyed at prime"

### Celestial Love.

"He that feeds men serveth few;  
He serves all who dares be true."

### Sea Shore.

"Behold the Sea,  
The opaline, the plentiful and strong,  
Yet beautiful as is the rose in June,  
Fresh as the trickling rainbow in July."

### May Day.

"I saw the Days deformed and low,  
Short and bent by cold and snow.  
The merry Spring threw wreaths on them,  
Flower wreaths, gay with bud and bell;  
Many a flower and many a gem,  
They were refreshed by the smell.  
They shook the snow from hat and shoon,  
They put their April raiment on."

### Considerations by the Way.

"A day for toil, an hour for sport;  
But for a friend life is too short."

### The Problem.

"The hand that rounded Peter's dome,  
And groined the aisles of Christian Rome,



Wrought in a sad sincerity.  
Himself from God he could not free;  
He builded better than he knew;  
The conscious stone to beauty grew."

*The Rhodora.*

"If eyes were made for seeing,  
Then Beauty is its own excuse for being.

*Each and All.*

"I thought the sparrow's note from Heaven  
Singing at dawn on the alder bough;  
I brought him home in his nest, at even;  
He sings the song, but it cheers not now,  
For I did not bring home the river and sky  
He sang to my ear—they sang to my eye."

SAMUEL F. SMITH.

*School Sing.*—"America."

THOMAS BUCHANAN REED.

*Autumn's Sighing.*

"Winds are swelling round our dwelling,  
All day telling  
Us their woe.  
And at vesper, frosts grow crisper,  
As they whisper  
Of the snow.

Autumn's sighing, moaning, dying;  
Clouds are flying  
On, like steeds;  
While their shadows, o'er the meadows  
Walk like widows  
Decked in weeds."

*Recite.*—"Sheridan."

GEO. P. MORRIS.

*Flag of Our Union.*

"A song for our banner? The watchword recall  
Which gave the Republic her station;  
'United we stand—divided we fall!'  
It made and preserved us a nation.  
The union of lakes—the union of lands—  
The union of states none can sever—  
The union of hearts—the union of hands—  
And the flag of our union forever!"

*Recite.*—"Woodman" or "Near the Lake."

FITZ-GREENE HALLECK.

*Marco Bozarris.*

"Strike—for your altars and your fires;  
Strike—for the green graves of your sires;  
God, and your native land."

JOAQUIN MILLER.

*Ina.*

"Men lie, who lack courage to tell truth—the cowards."

*From Sea to Sea.*

"Lo! darkness bends down like a mother of grief  
On the limitless plain, and the fall of her hair  
It has mantled a world."

*Even So.*

(1.) "Death is delightful. Death is dawn,  
The waking from a weary night  
Of fevers unto truth and light."

(2.) "Knowledge is  
Bought only with a weary care,  
And wisdom means a world of pain."

*The Last Taschastas.*

"The warm sea fondled with the shore,  
And laid his white face on the sands."

ALDRICH.

*Sonnet—Sleep.*

"When to soft sleep we give ourselves away,  
And in a dream as in a fairy bark  
Drift on and on through the enchanted dark  
To purple daybreak—little thought we pay,  
To that sweet bitter world we know by day."

*Latakia.*

"All the panes are hung with frost.  
Wild wizard-work of silver lace."

*Human Ignorance.*

"What mortal knows  
Whence come the tint and odor of the rose?"

*May.*

"Hebe's here! May is here!  
The air is fresh and sunny;  
And the miser bees are busy  
Hoarding golden honey."

*Moonrise at Sea.*

"Up from the dark the moon begins to creep;  
And now a pallid, haggard face lifts she  
Above the water line."

*Two Songs from the Persian.*

"There is a sadness in sweet sound  
That quickens tears."

*Boston Hymn.*

"And ye shall succor men;  
'Tis nobleness to serve;  
Help them who cannot help again;  
Beware from right to swerve."

*Maple Leaves.*

"October turned my maple's leaves to gold;  
The most are gone now; here and there one lingers.  
Soon these will slip from out the twig's weak hold,  
Like coins between a dying miser's fingers."

*Prelude to Cloth of Gold.*

"The busy shuttle comes and goes  
Across the rhymes, and deftly weaves  
A tissue out of autumn leaves,  
With here a thistle, there a rose."

*Recite.*—"After the Rain."

JOHN G. SAXE.

*The Library.*

"At Learning's fountain it is sweet to drink.  
But 'tis a nobler privilege to think;  
And oft, from books apart, the thirsting mind  
May make the nectar which it cannot find.  
'Tis well to borrow from the good and great;  
'Tis wise to learn; 'tis god-like to create!"

*My Familiar.*

"I do not tremble when I meet  
The stoutest of my foes;  
But Heaven defend me from the friend  
Who comes—but never goes!"

*Gifts of the Gods.*

"Old Care has a mortgage on every estate;  
And that's what you pay for the wealth that you get."

*To Lesbia.*

"Give me kisses! Nay 'tis true  
I am just as rich as you;  
And for every kiss I owe  
I can pay you back, you know.  
Kiss me, then,  
Every moment—and again!"

*De Musa.*

"Can the poets, in the rapture  
Of their finest dreams,  
Paint the lily of the valley  
Fairer than she seems?"

*Recite.*—"The Stammering Wife."

JAMES WHITCOMB RILEY.

*Recite.*—"The Mother."

Dead! my wayward boy—my own—  
Not the law's! but mine—the good  
God's free gift to me alone,  
Sanctified by motherhood.

"Bad," you say; well, who is not?  
"Brutal"—"with a heart of stone."  
And "red-handed,"—Ah, the hot  
Blood upon your own!

I come not, with downward eyes,  
To plead for him shamedly—  
God did not apologize  
When he gave the boy to me.

Simply, I make ready now  
For his verdict—you prepare—  
You have killed us both—and how  
Will you face us there?

[CONCLUDED NEXT WEEK.]

## Editorial Notes.

The articles on mineralogy by Prof. M. H. Paddock, vice-principal of the Jersey City high school, have attracted deserved attention. A letter from Duluth, Minn., says: "The box of minerals came safely to hand; am much pleased with them. We shall be able to do some good, aided by the articles in THE JOURNAL; your articles are so much plainer than those in books." That is just it. The articles published in THE JOURNAL are not what are found in text-books; they cover *methods* and *MATERIAL*—the "how" and the "what."

A great meeting was lately held in Chicago by the "faddists." It may not be usually known that most of the Chicago newspapers are trying to down clay-modeling in the schools as a "fad." Resolutions were passed for a committee of fifty to investigate the school system. Col. Parker, Bishop Fallows, and others spoke.

The Martha's Vineyard summer school opens July 10, and the circular shows that preparation has been made for serious study. THE JOURNAL has taken the deepest interest in this school, and aided and encouraged the enterprise when it was young and feeble. Supt. Mowry, of Salem, is the worthy head of the school; he is aided by competent teachers in every department. The opportunities this school gives a teacher to step up into higher ranges of usefulness and probably of compensation are certainly great. And then the seaside pleasures!

There has been a holding up of hands in holy horror over the exposé of San Francisco methods of appointing teachers; this was that each member of the board "took turns." Why this is no new discovery down East. A new school trustee in one of the wards in New York City, several years ago, said at a meeting he was told it was his "turn" to select a teacher, and that he looked over the list of applicants and found one that was endorsed by a man he knew and gave her the appointment. There can be no real objection to "taking turns;" the objection must be made to any plan by which any but competent persons shall be allowed to select teachers.

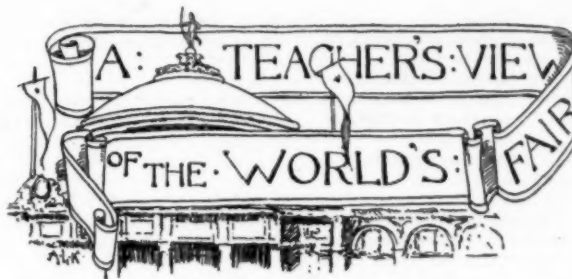
It is not often we refer to our advertisements, but we now call special attention to the one of Bay View. This is where Pres. John M. Coulter, of Indiana university, and whom Pres. Angell has called the most thoroughly equipped educator in the West, goes to the head of the university work. The progressive teacher and the teacher after the most satisfying vacation will find Bay View on the cool shore of Lake Michigan, with its charming environment and the advantages of the great summer university and assembly—a delightful place to spend the summer. Many of our readers will visit the World's fair, but the fatigue and expense will be too great to think of spending more than a few days in the hot and crowded city. From there to Bay View is a short, restful ride by lake steamers or quick trains. Whether you go to the fair or not, if you want to spend part of your vacation at one of the most beautiful places in the world send to J. M. Hall, Flint, Mich., for the April *University Review*. It is beautifully illustrated, full of Bay View information, and will interest you.

In every properly conducted school-room the question of the "gold supply" of the government will be discussed. The amount now on hand (May 1) is about 100 million. Let the question come up daily. How much gold to-day? Where shall more come from? Last year, tourists from the United States to Europe took out of the country from one hundred and fifty to two hundred million dollars in gold; as few will go there this year this flow will be almost wholly stopped.

The Bering sea tribunal was addressed by Mr. Frederick Couderd of New York. He said the seals were owned by the United States and that they went from Alaska to the Pribilof islands on an excursion for breeding purposes; to disturb them by shooting them was as wrong as if they were sheep or cattle. Suppose they were branded, would the Canadian sealers dare to shoot them? The seal was not a marine animal, but a land animal.

Prof. D. H. Gardner has been elected superintendent of education of York Co., Pa. He is a teacher of wide experience and well known in his state as a live and progressive organizer.

It is doubtful whether the Tennessee State Teachers' Association will hold a convention this year. If it does meet it will be at Waverly, Tenn.



Of those readers of THE JOURNAL who visit the exposition, few will stay longer than three weeks or less than one. No two persons will give the same feature of the exhibit the same amount of attention. Nothing is easier done, or more fruitless, than to squander hours and half-days in wandering aimlessly about, unguided by preliminary knowledge or definite plan. Following is given, as a general suggestion, an itinerary for

### A THREE WEEKS' STAY.

Strangers arriving near nightfall will need one night's lodging at a hotel. Seek, immediately after, a private house in the suburbs (south side preferable), where reasonable terms may be made for lodging, and, if you like, breakfast and supper. It will be a convenience, however, to leave yourself entirely free in the matter of meals. Restaurants within the fair enclosure feed 60,000 persons at one sitting.

*First day.*—General open air inspection of buildings and grounds.

*Second day.*—Morning in Art building; afternoon, State buildings north.

*Third day.*—Morning, Manufactures building, main floor; afternoon, Horticultural exhibit and Choral building.

*Fourth day.*—Morning, Horticultural; afternoon, Mines building, Electricity building, Plaza and Fountain.

*Fifth day.*—Morning, Wooded island; Fisheries building. Afternoon, Government building.

*Sixth day.*—Morning, Art Galleries revisited; gondola trip south to Agricultural building. Afternoon, Agricultural exhibit and Machinery hall.

*Seventh day (Sunday?)* City of Chicago; Dr. Gunzauls, Plymouth church.

*Eighth day.*—Morning, Midway Plaisance; afternoon, California building, Illinois building and Horticultural exhibit (revisited).

*Ninth day.*—Morning, Women's buildings and Children's building (just south). Afternoon, School exhibit in Liberal Arts building.

*Tenth day.*—Morning, Eskimo village; Intra-mural railway to southern loop; Krupp Gun house, Leather exhibit, Forestry exhibit, Anthropology building, Dairy, Monastery "La Rabida." Afternoon, School exhibit revisited.

*Eleventh day.*—Morning, State buildings revisited; foreign buildings; Man of War *Illinois*. Afternoon, Wooded island; Transportation building.

*Twelfth day.*—Morning, Stock exhibit; Cliff Dwellers; Ethnological group; Wind-mills; dinner at "White Horse Inn." Afternoon, School exhibit revisited.

*Thirteenth day.*—Morning, Basin Promenade. Peristyle, pier and moving sidewalk. Shore steamer to Chicago. Inspect business section of city or return via Cottage Grove cable car to Chicago university.

*Fourteenth day (Sunday?)* Chicago city. (Newspapers contain church notices.) Dr. Thomas, Columbia theater (People's church). See Michigan avenue boulevard.

*Fifteenth day.*—Morning, Art Galleries revisited. Afternoon, Midway Plaisance. (Streets of Cairo, etc.)

*Sixteenth day.*—Morning, Children's building, Horticultural buildings, Wooded island. Afternoon, Educational exhibit revisited.

*Seventeenth day.*—Morning, Midway Plaisance (German, Irish, Japanese Villages, etc.) Afternoon, steam launch circuit; Government exhibit; Fisheries exhibit.

*Eighteenth day.*—Chicago city; morning, Auditorium, Masonic Temple, La Salle St. office buildings. Afternoon Lincoln Park, via, cable cars and tunnel. Evening, electric fountain, Lincoln Park.

*Nineteenth day.*—Morning, city of Pullman (20 minutes south of fair via Illinois Central Railroad); the Water Tower; the Corliss Engine. Afternoon, fair revisited; points of special interest reviewed.

*Twentieth day.*—Morning and afternoon, general out-door review of buildings, architecturally. Promenade on top of Manufactures building.

*Twenty-first day (Sunday?)*—Chicago city churches.

### COST.

Hotel, first night,	-	-	-	\$ 2.00
Room, three weeks, say	-	-	-	20.00



Meals, " " " " " "	20.00
Seventeen admissions	8.50
Car fare, say	3.00
Midway Plaisance*	
Special fee attractions, say	2.50
One hour in chair car	.75
Gondola trip	.50
Petty incidentals	2.00

\$59.25

This figure may be materially reduced by economy in management of room and meal matters.

In trips to the center of the city the following routes should be used, at one time or another, to gain various views of Chicago:

The steamer line,  
The Illinois Central road,  
The elevated road.

The Chicago university is adjacent to the Midway Plaisance. Cottage Grove cable passes.

The Cook County normal school is at Englewood, thirty minutes west of the fair, via 61st St. cars. Thirty minutes south of city via Eastern Illinois or Rock Island road.

The city of Pullman well repays a visit. Twenty minutes south of fair grounds.

Chicago cars transfer to almost any point in city without extra fare.

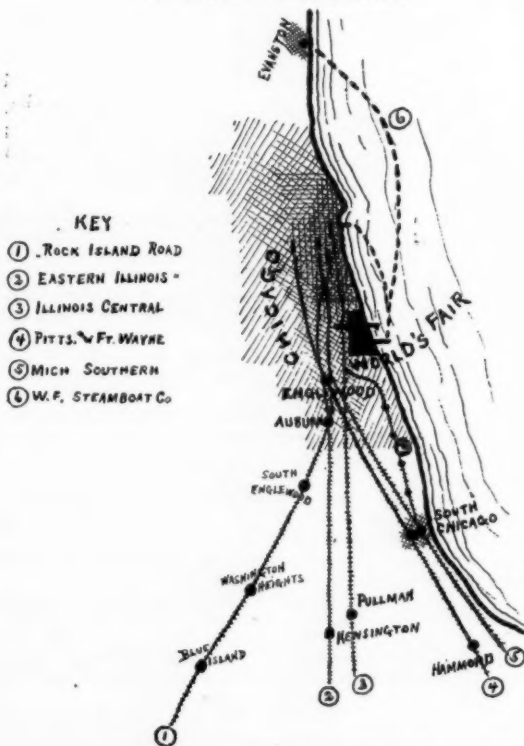
A great aggregation of outside attractions hedge Jackson Park on the west. The Wild West and Siege of Sebastopol are two that should be visited (evenings).

The exposition grounds will be open evenings, providing an electric-lighted fairyland for the visitor. In addition, Chicago's nineteen theaters will give nightly entertainment.

Present orders exclude bicycles from the grounds of the exposition.

The World's Fair S. S. Co. holds the water privilege for miles up and down the lake. Its lines from the exposition to Chicago and to Evanston are the only water routes open to day excursionists.

## SOME ACCESSIBLE SUBURBS.



## INDIANA EDUCATIONAL EXHIBIT.

Although most of the school exhibit is late in installation, that of Indiana is nearly enough completed to show its general scheme. There is a unity about the whole that aids its study much. It comprises the university exhibits from Purdue and De Pauw, the various high school exhibits, that of city and rural schools and finally a very carefully arranged kindergarten exhibit.

A series of upright bulletins printed in large type set forth the scheme of school organization for the entire state. A seven-foot

\*The regular gate fee, fifty cents, admits to everything in the exposition. The Plaisance is a sort of attached area of novelties and is not considered a part of the exposition proper. There is no discount or commutation on exposition tickets; one costs fifty cents; one hundred would cost fifty dollars.

map of Indiana (made by a high-school boy) shows the location of every school in the state.

An interesting feature of the exhibit of this state shows, by means of photographs, the evolution of the country school-house from the crudest sort of frontier log cabin, dating back in the thirties and forties, to the trim and well-adapted brick structures of which many Indiana counties are proud to-day.

Indianapolis shows the work of all grades in "nature studies," drawings, principally from botanical specimens, in pencil, colored crayon and water color.

Some first-grade work is shown in which the children have painted the buttercup, from the flower. On other sheets they have sewed the flower in embroidery silk of appropriate colors. Finally they have written first-grade language exercises on the buttercup—"See the buttercup," "Come again, buttercup," etc. Thus, around the one thought topic have been grouped exercises in color, manual training, writing, and language, with a sweet touch of ethics insinuated. When the buttercup is there, smiling at the child, "Come again, buttercup," is better than; "The hat is on the mat."

The written exercises are in pencil. The ruled lines are nearly three-fourths of an inch apart and the writing has a large, free swing.

Some "supplementary geography" is shown in collections of our various cereals with their prepared products—corn, wheat, oats, etc., and meal, flour, grits, etc. These are put up in small vials, labeled and mounted on cards.

For the grammar grades, besides the nature study mentioned above, some crayon work in still life is shown. The high schools show a manual training course in turnery and joinery, with construction drawing in connection; also language work, based on botany and bound in book form.

The Frankfort schools show some original devices in pasting and color work for little folks.

Goshen exhibits flat knife-work in pine wood, some relief maps and some very pleasing embroidery designs on linen (fifth grade). For the primary, cardboard boxes, sewed, and paper weaving.

Edinburg shows some primary work in stick laying, straw and paper pasting, and sewing. Greencastle has samples of Indiana woods mounted on cardboard, classified and labeled. South Bend, La Fayette, and Richmond are also represented. Sixty counties send exhibits.

W. J. KENYON.

## World's Educational Congress.

This congress will be preceded by several special educational congresses, commencing July 17, and closing July 25. A long list of questions of gratuity on educational school libraries, school museums, etc., has been prepared by Hon. W. T. Harris, the chairman, and may be had by addressing him at Washington.

The suggestion was made last week that members of the National Educational Association may renew their memberships, or new members may join and obtain certificates, by addressing A. M. Kellogg, 61 East 9th street, New York, office of THE SCHOOL JOURNAL. The report of the proceedings at Chicago will be given to each member; this will be worth \$2.00—the membership fee.

It cannot be too earnestly taken to heart by the teacher, even in the unpainted country school-house, that he has something to do in the upbuilding of the fabric we call Education. But how often a meeting will be held at which 100 or 200 gather and not a line be prepared for the press by one of the attending teachers! This is frequently commented upon by the press, and in no flattering language. Some time since a meeting was held in a Western state and an officer was asked for a report; he cut out of a newspaper a dozen lines and sent them, but these gave no idea of what was done. They said, "The president delivered a glowing address replete with eloquent thoughts, etc." Let the teachers wake up.

Among other institutions using EDUCATIONAL FOUNDATIONS is the State Normal and Industrial School at Greensboro, N. C. President McIver writes: "It has been specially valuable to me in my work during this our first year."

In Cleveland, O., the "Hand-book of the Board of Education" says the high schools will be filled by the appointment of teachers of the highest competency and the best special adaptation to the particular work to be performed.

Vacancies in the elementary schools, will be filled by the appointment of persons of experience and proved competence who have been notably successful as teachers in other places. When beginners are chosen, preference will be given to the graduates of the Cleveland high schools who, in addition to their course of academic instruction, have been specially and professionally trained for this service in the Cleveland Normal training school. No person will be appointed without specially successful experience as a teacher, or who has not completed an academic course of study equivalent to that provided at the Cleveland high schools, and in addition thereto, a professional course equivalent to that at the normal training school, unless the demand exceeds the supply.

## Ontario Educational Association.

(CONTINUED.)

Prof. Mills, of McGill university, read an interesting paper on "Heredity in Relation to Education."

The educator, he said, is concerned with human nature, and must endeavor to study it in as broad a way as possible. But equally important was the study of the individual. If he were asked to state what he considered the greatest evil threatening education, or actually existing in education, he would reply that it was the neglect to study the individual, and the tendency of the age to aggregations of men, and to adaptation of methods to the masses. The teacher who knew nothing of the parents of a child, its environment and hereditary tendencies was but poorly prepared to do the best possible in developing that child. The question with the teacher should be how to develop each nature committed to his charge so as to strengthen its weak parts, physical, intellectual and moral, so that no faculty shall be unduly developed, and that the balance of the whole shall be good, not overworking those faculties that were strong, and upon which the success of the individual would so much depend.

Mr. Henry Reazin, P. S. I. for Victoria, spoke on "High School Entrance and Public School Leaving Examinations."

He said that the entrance examinations were established in the interests of the high schools, and largely at the expense of the public schools. The entrance examinations have outlived their usefulness; and in the interests of both high and public schools, and more especially of the latter, they should now be abolished. Had the public school interest been considered they would have been placed at the end of the course, and not in the middle. In furtherance of the objects for which they were established they had been a very decided success. They rescued the junior high schools and filled all to overflowing with pupils, but, for the greater part, with ill-prepared pupils, who would have been better to have remained two years longer in the public school. It was the robbing of the public schools of a class and a half for the benefit of the high school. He went on to show that the result of the entrance examinations upon the public schools had been baneful, because by process of time they had virtually become their leaving examination.

Hon. G. W. Ross, the minister of education, made an address, in which he took occasion to defend the high schools against the idea that their interests were in any way antagonistic to those of the public school.

The high schools, he said, were doing a grand work, and were not injuring, but aiding, the public schools. The system was a unit from the kindergarten to the university. If the entrance examination was too low, he promised to raise it to-morrow if the teachers would agree about it. He thought it would require to be done some day, and that there was higher work for the high schools to do than they were doing.

Thursday morning a union meeting of the trustees' department, public school inspectors' department, and the model school principals' section was held. Hon. G. W. Ross addressed the gathering.

He declared himself strongly in favor of the continuation of the present model school system. To make any radical changes, he said, always went against his "conservative" tendencies. He did not believe, however, in calling teachers qualified before they were really so, and thought that the time of model school terms should be extended six months, that of normal schools to one year, and that of the school of pedagogy to eight months. But until the teachers were better paid he could not extend the time. Teachers now had to spend more time in preparation than the salary they received was worth.

## State Normal and Industrial School.

GREENSBORO, N. C.

This institution began work in October last and has enrolled 220 students, and only stops there for want of room. There are more applications for admission next fall than the present accommodations will allow. The quality of the material is as satisfactory as the quantity. A number of the students are graduates from other institutions. Many members of the graduating class resigned good positions in some of the best schools in the state in order to attend. The graduates obtain life licenses to teach. The graduating class of this year will be the first teachers ever in the state with a life license. Those who complete the first two years' work get a certificate which is a license to teach, good for five years.

President Chas. D. McIver, of the Greensboro, N.C., state normal and industrial school, served as assistant superintendent of the Durham graded school, and afterwards at Winston, in the Peace institute, he organized and taught a normal department, probably the first attempt made in this direction by a North Carolina teacher of similar character. Then he became state institute instructor, and canvassed every section of North Carolina, agitating the question of public education with systematic persistence; the general assembly of 1891 established the normal and industrial school, and increased the rate of the state tax for public schools twenty per cent.

The great ambition of Mr. McIver's life, has been to secure state aid to the education of young women, as has been given to young men. When the state decided two years ago to establish the normal and industrial school for young women at Greensboro, he was unanimously elected its president.

## Missouri.

State Supt. L. E. Wolfe, in his report for 1892 says: "To remedy the licensing of teachers by any body, the people might choose by ballot for school commissioner." The legislature ordered four-weeks' institutes and the examination to be held by the county institute boards of instructors and examiners at the close; also a

training school to license institute conductors; the enrollment in the institutes in 1892, was 11,566 (the number of school-rooms in the state is 11,231). The institutes have a three years' course of study; those who finish the first year's part have a third grade certificate; those who finish the second year's part get a second grade; those who finish the third year get a first-grade. The state association drew in 900 members.

Supt. Wolfe certainly deserves praise for what he has done and is doing. He says, "We want no milk-and-water institutes of a few days duration for Missouri." He believes in a four-weeks' institute modeled after the normal school, and not a week's institute modeled after the teachers' association." This is the right kind of courage.

## Cincinnati.

"The work of Dr. E. E. White still bears fruitage here." These words show that the effects of right superintendence lives beyond the term of the superintendent. Cincinnati has never affected the educational world strongly, and it has been supposed that this was because of the strong hand of the politician. But this need not suppress the thinking of the teacher and it does not in Cincinnati. "Obstacles to Right Teaching," by Prin. J. E. Sherwood; and "How shall the Child Study?" and "When and Where shall he Study?" the two latter by a special committee, show that the teachers are thinking. Principal Carnahan has devised some leaflets for the study of geography, and in these are lists of books for the pupils to read. Altogether the outlook in this city is towards advancement.

## New York City.

Mr. Garret P. Serviss has delighted numerous audiences at Carnegie Music Hall with his "Trip to the Moon." The total eclipse of the sun is something wonderfully realistic. This week, Friday and Saturday evenings and afternoon of May 13, the "Urania" scientific theater presents "From Chaos to Man," or "The Seven Ages of Our World." This spectacle gives a vivid picture of the marvelous evolution of our earth, and the gradual development of man, from the monsters of the Jurassic period. For remarkable and beautiful scenic effects it is without a parallel. The "Urania" season closes on Sunday evening, May 21.

## Meetings of Educational Associations.

JUNE 21-23.—The State Educational Association of Louisiana will hold its ninth annual session in the Chautauqua Auditorium, Griffith Springs near Ruston.

JULY 25-28.—Educational Congress at the World's Fair.

JUNE 2-July 3.—The S. E. A. of North Carolina, meets at Moorehead city. Pres. J. J. Blair, Winston; Sec. E. G. Harrell, Raleigh.

JULY 10.—Kentucky State Teachers' Association, convenes at Louisville. Pres. Wm. H. Bartholomew, Louisville; Sec. R. H. Carothers, Louisville.

JULY 25-26-27.—South Carolina State Teachers' Association, will meet at Spartanburg. Pres., Dr. S. Lander, Williamston; Sec., Prof. Dick, Union.

JUNE 27-30.—Arkansas State Teachers' Association will be held at Morrilton. Pres. A. E. Lee, Russellville, Ark.; Sec. H. A. Nickell, Ozark, Ark.

JUNE 30.—Georgia State Teachers' Association will be held at Gainesville. Pres. E. B. Smith, Language, Ga.; Sec. J. W. Frederick, Marshallville, Ga.

JUNE 28-30.—Brunswick Provincial Teachers' Institute will be held at Fredericton, N. B. Pres. Dr. J. R. Tuch, Fredericton, N. B.; Sec. Jas. M. Palmer, Fredericton, N. B., Can.

## Summer Schools.

Cook Co. (Ill.) Summer Normal School, Englewood, Ill. July 10, 28, Col. Francis W. Parker, principal.

Martha's Vineyard Summer Institute, July 10, W. A. Mowry, president, Salem, Mass.

Summer Course in Languages. (Berlitz Schools of Languages. Auditorium, Chicago, Ill.) Asbury Park, N. J.

Cornell University Summer School, Ithaca, N. Y., July 6, Aug. 16. The Registrar, Cornell University, Ithaca, N. Y.

Summer Session of the Neff College of Oratory, Atlantic City, N. J., June 26, July 21. Silas S. Neff, president, 1414 Arch street, Philadelphia, Pa.

Chautauqua Assembly, College of Liberal Arts and other Schools, Chautauqua, N. Y. W. A. Duncan, secretary, Syracuse, N. Y.

Summer School, Elocution-Delsarte, July 5. Address H. M. Soper, 26 Van Buren street, Chicago, Ills.

Summer School, Greer Normal College, Hooperton, Ills., June 13. William H. Monroe, president.

The Sauveur College of Languages, Rockford College, Rockford, Ills., July 3. Address Dr. L. Sauveur, 6 Copley street, Roxbury, (Boston), Mass.

The National Summer School at Chicago, Englewood, Ills. Address Chas. F. King, manager, Boston Highlands, Mass.

Summer School for Teachers at Sherburne, N. Y., July 19. Address W. S. Knowlson, Sherburne, N. Y.

Midsummer School at Whitney's Point, N. Y., July 24, Aug. 11. H. T. Morrow, manager, Binghamton, N. Y.

Summer Session of six weeks of the National School of Elocution and Oratory, at Grimsby Park, Ont., Can., July 3, Aug. 12. Geo. B. Hynson principal, 1020 Arch street, Philadelphia, Pa.

Vanderbilt University Summer School for Higher Physical Culture, Nashville, Tenn., June 16, Aug. 16.

The State University of Iowa Summer School, Iowa City, June 19, four weeks. Charles A. Schaeffer, president.

Callanan Summer School of Methods, Des Moines, Iowa. C. W. Martindale, president, Des Moines, Iowa.



Summer Term of Antioch College, Yellow Springs, Ohio, May 29, July 21. Address Daniel Albright Long, Antioch College, Yellow Springs, Ohio.

Summer Course of the Ohio Normal School of Physical Education. Anton Leibold, 345 E. Kossuth street Columbus, Ohio.

### The Cook County Normal School.

Of all the schools that I have seen I know of none that shows so clearly what is implied by an educational ideal as the Cook County normal school, the school that for ten years has been in charge of Colonel Francis W. Parker, who, as is almost too well known to require mention, has done as much if not more than any other single person to spread the doctrine of the new education throughout our country. That the school does not accomplish all that it desires to do, and that it still has a long road to travel before it reaches perfection, no one feels more keenly than Colonel Parker himself. As in other schools mistakes are made by the pupils in grammar and in spelling, some problems in arithmetic are inaccurately performed, some of the nature-paintings are daubs, some of the color-work is unharmonious, some of the wood-work made by the children could not command a high price in the market. Indeed, taken all in all, the results as measured on the scale of one hundred are no better and no poorer than those in other progressive American schools.

In one regard, however, namely, as a source of inspiration to those who desire to enter the profession, it is almost an ideal. This is true for two reasons: First, the school is almost unique in its suggestiveness, due to the attempt on the part of the teachers to conduct all the work on purely psychological principles, to the completeness of the school from the standpoint of the "all-side" development of the child, and to the manner in which are utilized the opportunities to bring the child into close contact with nature in the beautiful park of twenty acres in which the school is situated. Secondly, Colonel Parker possesses to a remarkable degree the power to inspire his students. Of many institutions it may be said that they are the sources of knowledge, but of few that they are the sources of wisdom. Colonel Parker does not aim to convert his students into storehouses of knowledge, into walking encyclopedias, but rather to impress them with the idea that when they leave the school they will have received but a glimpse of the infinite; and they do feel when they leave him that the development of the human mind is indeed a difficult problem, and that in justice to their pupils they are in duty bound ever to seek such light as will guide them in solving the problem. Colonel Parker sends out into the world no full-grown trees, but only seedlings. In unfavorable soil the seedlings wither or are stunted in their growth; but when the soil in which they are planted is favorable to their growth, they develop into tall and beautiful trees.

The faculty of the normal school is one of the most enthusiastic, earnest, progressive, and thoughtful corps of teachers that may be found anywhere, and they are continually growing. The reason why the results in the primary and grammar grades are not, under these favorable conditions, superior to those obtained in other progressive schools is that it is extremely difficult to find teachers equal to the task and to retain the competent ones after they have become imbued with the spirit of the school. The corps of teachers in the elementary department is, therefore, a very unstable one, and, it being consequently necessary continually to initiate new teachers into this difficult work, it is natural that imperfections should arise. That it is much more difficult for the grades than it is for the normal department to obtain thorough teachers and to retain them after they have had experience in the school is also natural, when the salaries paid to the grade teachers are only, say, one-third as large as those paid to the teachers of the normal department. The great difficulty under which the schools of Quincy, Massachusetts, have been laboring, since Colonel Parker made them famous, is that the Quincy teachers are so much in demand that the mere fact of having taught for a year or two at Quincy raises the teachers above the Quincy salaries. Last year as many as one-third of the whole number of teachers left the Quincy schools because higher salaries had been offered to them in other cities.

In the primary and the grammar grades of the school, the work is conducted on the same general lines as that of Minneapolis and La Porte. A great deal of attention is given to the unification of studies, Colonel Parker being a strong advocate of this educational principle; and in his talks to his students he is constantly impressing its value upon their minds. Throughout the school, the curriculum includes the sciences, literature, and the artistic lines of work such as designing, color-work, and drawing and painting from nature. There is also a complete course in manual training. Language, and to a certain extent arithmetic, are taught incidentally in connection with the other subjects rather than directly, and from the start the pupils are led to illustrate their compositions. In geography the work is made as objective as possible by means of the moulding-board, relief maps, pictures, and the magic-lantern, and from time to time the pupils are taken on geographical excursions. In history and in literature the work is in many respects excellent. The courses for the whole school are planned by the members of the normal school faculty who have special charge of the various subjects throughout the school. In the lowest primary grade, which for many years has been in charge of Miss Griswold, the work appeared to me to be very suggestive, and particularly in regard to busy-work. Several groups of children were doing busy-work at the same time, and in no two groups was it alike. In one group the pupils were painting a flower that they had just been studying, in another they were writing a story about an animal that had just been utilized in a lesson in reading as well as in number, in a third they were reading silently in their reading-books. In teaching children to read much attention is given to phonics.

In the sciences, the work of the Cook County normal school is in certain respects unique. Its park of twenty acres affords opportunities for doing ideal work in certain directions, and besides, Mr. Jackman, who has charge of the science department, has given much thought to the methods of teaching the sciences in the elementary schools. He is now laboring hard to solve the difficult problem of how to teach the sciences systematically in these schools. In one portion of the park a rather large plot of ground has been laid out in beds for the cultivation of plants under the supervision of the pupils. This plot has been divided into square rods, one for each grade, each pupil having charge of a certain number of plants of whose growth he keeps a careful record in his note-book. These notes are illustrated with pictures showing the development of the plants at different stages. The park is also utilized for the study of trees. In this study pupils receive the task of observing closely and accurately the development of the foliage of particular trees, and of carefully noting the results of their periodical observations. Some of the drawings and paintings made in their record books are admirable. Much is also done in the way of studying insects in their natural environment. In the park are two very pretty lakes studded with fishes, the latter being used for the purpose of study. A zoological garden also is found in the park, but at the time of my visit it contained few ani-

mals. In addition to the park, the school has a museum containing a large number of stuffed animals which are taken to the class-rooms when occasion for their use arises. In one of the class-rooms a lesson on birds was given during my visit and it was richly illustrated with stuffed birds of numerous varieties. Besides botany and zoology, physics, chemistry, and geology are studied in all the grades.

Mr. Jackman also is a strong advocate of unification and he believes that the sciences can and should be taught in organic connection with the other branches of the curriculum. In an article that appeared in last January's number of *The Educational Review* he showed with great clearness that to teach arithmetic in connection with the sciences is greatly to enhance the value of both. He argues that this connection serves to render the observations and experiments more accurate and the arithmetic more interesting and practical. As an illustration of how this may be done, he cites, among others, the following problems:

I. Germination. Absorption of water by seeds. 1. How many grams of water will ten grams of seeds absorb? 2. Ten grams of seeds absorb what part of their weight or bulk of water? . . . 4. Dry seeds will absorb what per cent. of their weight of water?

III. Mechanical constituents of soil. 1. Fifty grams of soil contain how much sand? . . . 3. What is the ratio of sand in fifty grams of soil? etc.

And lastly, the park in addition to its usefulness, is ornamental, and it adds much to the enjoyment of the pupils. Besides serving to bring the children constantly in close communication with nature, portions of the park have been set aside as playgrounds both for the pupils in the elementary school and the students of the normal class. When the weather is warm the kindergarten pupils play their games on the lawns and do much of their work in the open air.—Dr. J. M. Rice, in *May Forum*.

## Correspondence.

### What Shall We do this Vacation?

By M. J. C.

Have a good time and a good rest, we hope. Let the cool zephyrs from the hills or the salt breezes from "Old Ocean" blow away the cobwebs and dust which are apt to gather in the best regulated school-room.

Get close to "Nature," the loving mother. She will give comfort to the worn-out worker and soothe the weary brain. Rest and gather up strength for the coming year. You will need it all, and above all, do not forget to carry some of Nature's bounty back to the children. Every blade of grass—every leaf that you take back to the school-room will be a reminder of the happy summer days.

Last year I spent a short time at a farm-house in the country. At the first glance, it seemed rather rough and unpromising, but how many lessons I learned, and, through my experience, how many lessons the children learned, during the year.

After breakfast there was nothing to do but to take a walk up to the pasture. This gave no prospect of anything very profitable, but we passed the fields where the men were reaping and gradually accumulated a big bunch of wheat and oats and specimens of various grasses. Branches from the oak and from the chestnut with its burrs gave material for lessons which the children greatly enjoyed. All the treasures we gathered went into the bottom of our big "Saratoga" and when "The melancholy days had come," we found them *treasures indeed*. I must not forget to tell the sad fate which befell them. They were neatly tied up with red ribbons and fastened at the sides of the school-room windows. They were left up with other Christmas decorations at the close of the term, and I went off for my vacation thinking how bright and pretty my room would look when I came back to it.

When I returned, after New Year's, a state of appalling neatness prevailed and my treasures—"Oh, where were they!" A botanist would have known what was in the bundles—but to our worthy janitor they were only "rubbish" and the fire or the dust heap was their proper destination. So, according to his lights, he disposed of them. I cannot tell how many times, in the months that followed, I needed that same *rubbish*. Let us hope a better fate awaits the results of our efforts this coming summer.

Janitors will be janitors.

Our high school is allowed but a very meager sum for the purchase of laboratory supplies, and we try to get along with home-made apparatus. The results are not always satisfactory. Our air-pump is hardly fit to use. Would you kindly advise us in this matter, and give us a strong argument to put before the committee on appropriation. E. R.

It appears to us, from an extended observation, that too many science teachers overlook the importance of considering quality before price when purchasing laboratory supplies. While the value of "home-made" and cheap apparatus for simple experiments cannot be overestimated, yet the policy of buying the greatest possible number of instruments for a given sum is decidedly unsatisfactory in the end, as many who have done so can testify. The reason is obvious upon a moment's reflection, for both skilled labor and good material command a fair return, and a fundamental piece, such as an air-pump, upon which depend all experiments in pneumatics, cannot be made cheaply, in the sense which we mean, and at the same time "work."

We thoroughly sympathize with the desire to secure greatest results from an appropriation whether large or small, and this is why our word of caution is extended.

There is no real economy in buying or making scientific apparatus that refuses to perform experiments properly, because of poor construction, or that breaks down with slight usage, or which causes the class to question whether the "tool" or the "workman" is at fault.

While we are not in the instrument business, yet we confess to have had some experience in purchasing such goods, and are in a position to know of what we write.

Can you give me a good plan for stopping mumbling in studying, in school-room, that has been permitted by former teachers, and thus the habit acquired?

Can you give me reference to a book, that would help me in grading my school?

B. D. R.

Do not add noise to noise by scolding. Our suggestion may hit wide of the mark, because we do not know the precise relations between you and your pupils; but, assuming that the majority of the school can read and think, we recommend the following scheme of silent and persistent suggestion. Devote a blackboard space to this purpose for an indefinite period of time, or until the fault seems to be cured. Head this space for the day thus: "Reasons why we Should not Mumble over our Lessons." Write under it one reason. Do this before school. If attention needs calling to it manage the thing in the most unobtrusive manner. If possible, leave attention to settle upon it of its own free will.

The next morning erase the heading and Reason No. 1, and write No. 2. Pay no attention to the mumbling during the day. Try to endure it while waiting for your silent treatment to have its effect. Devote your strength to other matters.

The next day present No. 3, etc. If your school is an average school, and your relations with your pupils generally pleasant, you will notice a diminution of the mumbling. Detain the most persistent mumbler for a little talk. Pleasantly question him as

to whether he thinks the use of the voice a good plan in getting a lesson. Ask him if he reads the daily argument against it upon the blackboard, and what he thinks of it. Win him over to your views and to regard them seriously, by talk suited to his age. Tell him you don't like to forbid him in such a small matter, that you would much prefer that he should forbid himself; you are glad to see that he now recognizes it as an evil, etc. There are boys whom such treatment as this will not reach, but it reaches the average bad boy.

The following may be your reasons:

1. It is not studying. We do not get the thought out of our printed lessons by means of the voice, but by means of the eye.

2. It annoys our neighbors, and makes us unpleasant companions.

3. It hinders the work of the school, making it harder for each to pay attention to his own task.

4. It is a habit of ignorant people to move the lips while reading and to use the voice more or less. Reading is difficult to them and they want to hear the words. They have not thought much about it and do not realize that it is ill-mannered. It is a bad habit to acquire.

As to grading, if you want a course of study, write for the New York State Report of Public schools for 1892, or consult your SCHOOL JOURNAL for Oct. 22, 1892.

## SCOTT'S EMULSION.

SCOTT'S EMULSION is an all-the-year-round preparation, prescribed and used more generally during cold weather because of wider necessity, but as efficacious in mid-summer as in mid-winter. Through perfect emulsification the oil remains sweet, and being partially digested by chemical process is readily assimilated. It is pleasant to take, and can be used when other heavy foods pall upon taste. This is not true of plain cod liver oil, but in a variety of ways Scott's Emulsion is an improvement upon plain oil.

## SCOTT'S EMULSION

of pure Norwegian Cod Liver Oil with Hypophosphites of Lime and Soda is a preventive as well as a curative. It prevents the development of Consumption, Scrofula and other hereditary diseases by building up healthy flesh. It overcomes fixed disease by driving out poor blood and destroying imperfect tissue.

Prepared by SCOTT & BOWNE, Chemists, New York.

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## Important Events, &c.

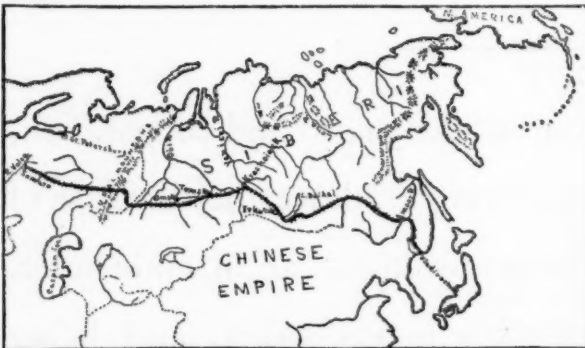
Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30c. a year.

### The Trans-Siberian Railway.

This railway will, when completed, form the crowning work of the age. In connection with the Trans-Caspian railway it will unite with bands of iron the West and the far East. One can form some idea of the magnitude of the undertaking when we say that in length it will be about twice that of our own Central Pacific railway.

On account of the vastness of the empire, the Russian government saw the danger to which the eastern portion was exposed unless they had some means to transport troops and supplies quickly across this immense territory. One objection to the proposed route was its nearness to the Chinese frontier, as it would be in danger of destruction by Manchoo bandits, or perhaps Chinese troops might be ordered to remove the tracks. These objections were removed by Russian diplomacy at Peking, and the relations of the two great empires became so friendly that at one time it was even proposed to run the road through a portion of Manchooria.

The map will show the route of the road as laid out. The first sod was cut in the summer of 1891 at Vladivostok, a formidable fortress—the result of the labors of Russia's best engineers. The first section (the Ussuri) of the road ends at Grafskaya on the Amoor, a region that presents a succession of wooded heights, rocky bluffs, deep depressions, and bright glimpses of silvery water.



Over 6,000 men are steadily employed on the railroad, only 400 of whom have been imported from Russia; 800 are regular convicts from the mines; 2,000 Chinese laborers, and 2,000 regular troops of the Russian army. The Ussuri country is rich in minerals, especially gold, silver, and platinum; but still more important for the practical development of the country are the recently discovered deposits of anthracite and bituminous coal. One of the richest newly discovered coal mines is situated near the bank of the river Sutchan, that empties into the bay of America sixty miles north of Vladivostok. This mine is highly prized, for the great warships can get their supplies of coal from it.

Some say the road will be completed in five years; some say ten. From the western end the progress has been less marked. It now reaches to Tcherilabinsk, to which it was extended from Samara about a year ago. Next it will be extended to the Tobol river, a branch of the Obi. From there the line will continue to Tomsk and thence to Krasnolask. Running from the latter place to Irkutsk, it will bend around the southern end of Lake Baikal, thence reaching northwards along the banks of the Amoor till it joins the Ussuri section at Grafskaya.

The Russian government is now discussing a scheme to construct a line of steamers from Vladivostok to San Francisco. Such a line in connection with the Trans-Siberian railway would make a direct highway between the entire United States and the great centers of Russian trade and population.

### DEATH OF LUCY LARCOM.

Miss Lucy Larcom, the poet, died in Boston, April 17. This gifted author, whose name has been a household word for two generations, was born in Beverly, Mass., in 1826, and she was only seven years old when she began to write poems and stories for her own amusement. Her father having died when she was quite young she was obliged to support herself by working in a Lowell cotton mill. She continued her studies and writings at home, and when sixteen years old was a frequent contributor to magazines. When twenty years old, she went to Illinois, and taught there for some time. Returning to Massachusetts, she taught for six years in the seminary at Norton. During the war,

Miss Larcom wrote a number of patriotic poems. She afterwards became widely known as the editor of *Our Young Folks*, a Boston magazine.

### MANY SETTLERS FOR THE CHEROKEE STRIP.

Thousands of people are camping on the border of the Cherokee strip waiting for permission from the government to go in and take up land. There is much good land in this region, and there is much upon which a jack rabbit would starve to death. Of the 6,000,000 acres contained in the strip fully 2,500,000 acres are practically worthless. The best lands are in the eastern half, though much of these are rugged and broken, being traversed by flint hills, which are terrors to agriculturists as well as to cattle men. In the western half there are many of the sand hills that have made of Southwestern Kansas almost a desert, though along the creeks and rivers there may be found much good and desirable land. The home-seeker is not represented by as large numbers as the town boomer. Already town companies have been organized, and towns will be started from which fortunes are expected with the same ease and investment as was the case when Guthrie grew in one day from a post of fifty people to a city of 8,000 souls.

### DWARFS BROUGHT FROM AFRICA.

Two pigmy girls from the African forests through which Stanley wandered have just been brought to Europe. They are Akka dwarfs, are supposed to be between 17 and 20 years of age, and are about as tall as boys of eight years. The young women have small heads, prominent foreheads, with lustrous black eyes, a copper colored complexion (few of the pigmies of Africa are black), hair which grows separate in tightly twisted curls, flat noses, and protruding red lips. Their eyes are very wide open, their hands and feet are small, and the forearm and wrist are perfectly shaped. The spine curves strongly inward, making the back hollow, and the stomach protrudes proportionately, which is a characteristic of their race. In behavior they are described as infantile, wild, and shy. They will be taken back to Africa in a few months, as it is feared they would not be able to stand an European winter.

### DEATH OF A SOLDIER AND INVENTOR.

Gen. Hiram Berdan, who organized the famous Berdan sharpshooters during the war, died in Washington recently at the age of seventy years. In the war he began with the rank of colonel and came out with that of major-general. Gen. Berdan's best-known invention was the metallic cartridge now in such general use, the reinforcing cup being his particular improvement. Many of his inventions have been incorporated in the Springfield rifle. The Berdan rifle has for several years been the arm of the Russian government, and other European countries have adopted variations of the same model. He also invented a range finder and several torpedoes and torpedo boats designed to evade nets. He also made a "distance fuse" for a sharpened shell.

**RUSSIAN AND FRENCH AGGRESSION.**—The Russians are striving to push their lines further and further in Afghanistan. The governor of French Cochinchina telegraphs that the French troops took possession on April 4 of Kbone island in the Mekong river. The Siamese withdrew without offering any resistance.

**MORMON TEMPLE DEDICATED.**—The Great Mormon temple which has been forty years in building and has cost \$5,000,000, was dedicated April 6. It stands on a shoulder of one of the foothills of the Wasatch mountains, upon the spot where Brigham Young paused to look about him when in 1847 he came with his followers into the basin of the Great Salt lake. The full length of the temple is 186 feet, and its width is 99 feet. The height to the top of the tallest pinnacle of the highest tower is 223 1/2 feet. The height of the walls is 167 1/2 feet. There are six towers, three at the east end and three at the west end of the structure.

**BIG CANAL PROJECT.**—A company with a capital of twenty million has been formed for the purpose of constructing canals and improving the waterways of Minnesota. It is said that a great canal will be built between St. Paul and Duluth at an early date.

**NEGROES GOING TO BRAZIL.**—A movement has been started for the settlement of negroes from the United States in South America, particularly in Brazil. Colonies have been formed in Topeka, Kansas City, Indianapolis, Omaha, Memphis, Yazoo, New Orleans, and Nashville. Auxiliary associations have also been formed in all the Southern and Western states.

**JAPAN SEIZES THE PELEW GROUP.**—It is reported that Japan has seized the Pelew islands situated in the North Pacific 450 miles east of the Philippines, and at the western extremity of the Caroline archipelago. Spain claims the islands by right of discovery and is much worried over this move of Japan.

## New Books.

To have a proper understanding of modern Europe one must know the history of *Napoleon*, the audacious, ambitious soldier who set up and pulled down kings at will, and who again and again defied the armies of Europe. A good and, we think in the main, a just account of him is given in William O'Connor Morris' volume, which is No. VIII in the *Heroes of the Nations* series. No man, not even excepting Cromwell, has been more bitterly assailed than Napoleon; the critics have looked at him through the colored glass of their own hatred and prejudices. In such a case it is often hard to separate the true from the false. But at the present period of nearly a century removed from the great events in which Napoleon was a leading figure the prejudices are softened down; and happily, the conscientious biographer has the papers and letters of the great soldier to aid in giving a true estimate of the man and his work. This Mr. Morris has endeavored to do, and, even if he is rather inclined to excuse Napoleon's faults, he has given on the whole, a truthful estimate of the man and his work and has summed up in a masterly way the causes of his sudden downfall. In the volume are numerous portraits of Napoleon, maps showing the frequently-shifted political bounda-

ries, etc. (G. P. Putnam's Sons, New York. (Cloth, \$1.50; half morocco, \$1.75.)

Francis H. Underwood, an intimate acquaintance of Lowell for several years, has endeavored to give a picture of him under the title of *The Poet and the Man*. The aim of this book is to give in a brief compass the important incidents in the life of Lowell; to give some account of his works both in prose and poetry; and to present a picture of him as a man. He was a curiously complex character, and cannot be described by the customary phrases of biographers and critics. He has, therefore, been shown in different situations and moods, and his thoughts and his emotions connected with the ideas of his time. Mr. Underwood's "Recollections" do not pretend to cover Mr. Lowell's whole life, but they do belong to a most interesting period when his feelings were fresh and his creative powers (perhaps) in their fullest vigor. The estimates of the works, though brief, will be found thorough and suggestive. There is a facsimile of Lowell's handwriting, two portraits—one at fifty and one at seventy, etc. (Lee & Shepard, Boston, \$1.00.)

In order to study architecture to the best advantage, that is, with grand historical structures before one's eyes it is necessary to visit the Old World. This was done by Mrs. Schuyler Van Rensselaer whose handsome volume on *English Cathedrals* has

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just appeared. In this she describes twelve representative cathedrals—Canterbury, Peterborough, Durham, Salisbury, Lichfield, Lincoln, Ely, Wells, Winchester, Gloucester, York, and London. These descriptions were originally written for the *Century Magazine*, but for the book the original chapters were much extended and largely rewritten, after the author had made a careful study of French architecture, a knowledge of which helps so much to an understanding of Gothic styles. The book deals only with these broad, obvious, and chiefly æsthetic aspects of the art which can be made plain to any eye. It is, therefore, a book for those who love, rather than for those who study, architecture, explaining not only certain forms that exist, but why they exist. The author has tried to make it an architectural rather than a pictorial sketch, and she has done it in such an interesting way that it is fascinating reading even for one who has very little architectural knowledge. The illustrations by Joseph Pennell, are of that high quality, and are scattered through the volume with that abundance, for which the books of these publishers are noted. (The Century Co., New York.)

The renewed interest in the study of nature that is penetrating the schools will at once seize upon the flowers, because they have an attractive power in themselves. A new book, *How to Know the Wild Flowers* (Charles Scribner's Sons), by Mrs. William Starr Dana, makes a very opportune appearance at this time. It is not a botany and yet it has all the valuable features of such a work. There are 104 full-page plates in which the flower is portrayed with unusual fidelity; these plates often have several views, flower and fruit or an enlargement of the flower, so as to be of service in identifying them. The descriptions are drawn from the text-book and followed by remarks bearing on the form, beauty, relationship, or striking features of the plant. The volume is one that will be of service to both those not familiar with flowers and those that are; the former will be aided in learning to recognize plants; the latter will find many delightful suggestions relating to them. It is a volume to be carried along with one this summer on going into the country. It has features that will render it companionable; it will have replies and suggestions to make when held in the hand with a flower plucked by the roadside.

*The Sermon on the Mount* has been published in a little book of twenty-five pages in Burnz' pronouncing print. While preserving the usual spelling this print, by means of Webster's diacritical marks, very light silent letters, and small letters underneath certain vowels and consonants, gives the exact pronunciation, so that a child or a foreigner would readily acquire it. It is an excellent device for economizing the time and labor of the learner. (Burnz & Co., 24 Clinton place, New York. 10 cents.)

For fifty years Dickens' *Christmas Carol* has been preaching forbearance and good will, and is destined to continue its work as long as there are readers to appreciate the qualities of the writings of the great novelist. This classic has been issued as No. 57 of the Riverside Literature series. It contains a biographical sketch of the author and foot-notes. (Houghton, Mifflin & Co., Boston, 15 cents.)

Drawing has not occupied the place in school to which its attractiveness and educational value entitle it. It gives pleasant occupation, trains the observation, imparts facility to the hand, and is a preparation for numerous arts and trades. A book has just been received, written by Caroline Hunt Rimmer, in which *Figure Drawing for Children* is very ingeniously worked out. First, she gives the proportions of the child-figure, then tells how action may be expressed by single lines and afterwards considers age and action in the single-line figure. She then treats of the solid form—side and back, action in the solid figure, different views of the head, the arms, fore-arm, hand, thigh, leg, and foot, and foreshortening and composition. The illustrations by the author in which she gradually works out figures and postures, will be greatly admired. The book is bound in cloth and has a handsome design on the front cover in blue and gilt. (D. Lothrop Co. \$1.25.)

The time one has to devote to preparing for a calling is usually so short that it is very necessary to economize it. This is the purpose of *Business Correspondence in Shorthand: No. 1*. One obtains on reading it a knowledge of business forms and at the same time facility in reading shorthand. There is a key and the matter is divided into sections for the testing of speed, either in shorthand or typewriting. (Isaac Pitman & Sons, New York.)

The rapid development of art feeling, or desire to possess some form of art work, demands that there shall be a guide to artistic taste. *Art for Art's Sake* (Charles Scribner's Sons) is composed of seven lectures delivered by Prof. Van Dyke before the students of Columbia, Princeton, and Rutgers colleges, and deals with the several subjects that one who attempts to comprehend art philosophically must consider somewhat deeply. It is not a text-book. It discusses painting from the artist's standpoint, it attempts to tell why certain things are done; what color, tone, atmosphere, values, and perspectives—common terms in speech of the artist—mean when applied to pictures. There are twenty-four photographs of celebrated pictures; these the author comments on and points out their merits or defects, and the application in them of rules of art. It is a volume that one who wishes to have some well founded ideas concerning pictures, to know the reasons of the artist, will be glad to read.

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This story is told of a young man, who was not particularly bright. He was sent to a noted academy in New England and caused to learn the various statements made by men much smarter than he, this being the New England way to brighten up dull intellects. He had been battling with the motions of the earth and was made to repeat the words of the text-book. He did this in such a mechanical way that the kind hearted teacher doubted whether the young fellow knew anything in reality about what he had said, so he asked:

Were you ever in the shadow of the earth, Mr. Smith?

After thinking a short time Mr. Smith said slowly "No, Sir."

"Where did you spend your nights, sir?"

After a pause and a blush, "At home, except Sunday night."

"Go ring the bells and fire the guns, And fling the starry banner out."

Whittier well knew the magical effect of the national flag before the eye; teachers are learning its worth as an object lesson in patriotism. Those who wish to get a flag for the school-house should write to Geo. B. Carpenter & Co., 202 to 208 South Water street, Chicago.

The wise man does not inflame his stomach and heat his blood with strong liquors. If he wants anything with more decided taste to quench his thirst than pure, sparkling water he takes something like Hires' Root Beer. It is both healthful and pleasant.

The sixteenth annual session of the Martha's Vineyard summer institute will begin July 10. The school of methods (two weeks) and academic department (five weeks) each have twenty-two instructors. The Emerson college of oratory will be in session three weeks, and will be presided over by Dr. C. W. Emerson and faculty. The attendance in 1892 was over 600, from forty-four states and territories, making this by far the largest summer school in the United States. A large circular giving full information of the work in all departments, advantages offered, railroad reductions, club and combination rates, board, etc., may be obtained by William A. Mowry, president, Salem, Mass., or A. W. Edson, manager school of methods, 47 Cedar street, Worcester, Mass.

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Every Chinese temple is a house of prayer or worship; but no sermon is preached, no priest installed, no religious instruction given, and no seating accommodations provided. There is always at least one shrine, the more frequented temples having several, so that a number of persons can perform the usual ceremony, each for himself, without being obliged to take turns. The worshipers do not meet in a body, nor is any particular time set for devotions. When about to enter upon a new enterprise or to take a journey, or when in doubt concerning any particular course of action, the Chinese are careful to consult their gods and patron saints. Every worshiper provides himself with incense sticks, candles, and sacrificial papers, which are generally to be had of attendants at small cost. Offerings of wine and meat are added on special occasions. The candles and incense sticks are lighted and placed in their proper receptacles. If wine is used, it is put in minute cups scarcely larger than thimbles, and these are ranged in a row before the shrine. The meat offerings may be roast chicken, roast pig or any other table luxury. When everything is properly placed, the genuflections begin and the request is presented. If the answer required is a simple affirmative or negative, the worshiper drops a pair of lenticular pieces of wood on the floor a number of times, and calculates the answer from the number of times each face turns up. Another method of obtaining responses, particularly when fuller responses are desired, is by shaking a box filled with numbered slips of bamboo, one of which will fall out, and then consulting a book containing numbered answers in Chinese verse. The interior of Chinese temples is often highly decorated. The walls and ceilings are hung with tablets having inscriptions in the Chinese character, and there are often rows of lanterns, and embroidered silk umbrellas. Fine wood-carving is also to be seen. The decorations are gifts of worshipers.

The writer knows how to sympathize with those who prefer a lead pencil to ink, because he seldom writes with anything except a lead pencil. How one could go back to a sputtering, blotting pen after using Dixon's "American Graphite" is more than we can imagine. Gen. Grant used one of these pencils (S. M.) in writing his messages. Mention THE SCHOOL JOURNAL, and send sixteen cents to the Jos. Dixon Crucible Co., Jersey City, N. J., for samples worth double the money.

The Prang Educational Company Boston, New York, and Chicago, have now ready for teachers a hand-book of Suggestions for Color Teaching. This book presents in a simple and systematic manner the educational and aesthetic principles involved in the right teaching of color. Its clear and practical directions for the teacher's guidance in class exercises of different grades make it a most valuable school-room help. It is illustrated with numerous plates, showing photographic reproductions of class work and include miniature facsimiles, in their actual colors, of Color Charts for school use.

Few men think now of allowing valuable buildings to remain without insurance. As buildings may be destroyed by fire, so life may suddenly come to an end. It is the part of wisdom then to think about insurance. In another column will be found a blank in which if the date of birth and address are written the Massachusetts Mutual Life Insurance Co., Springfield, will take pleasure in sending not an estimate but a statement showing the exact values in cash and paid-up insurance which would appear in a policy issued at the age given.



Willie Tillbrook.

## Scrofula In the Neck.

The following is from Mrs. J. W. Tillbrook, wife of the Mayor of McKeesport, Penn.:

"My little boy Willie, now six years old, two years ago had a scrofula bunch under one ear which the doctor lanced and it discharged for some time. We then began giving him Hood's Sarsaparilla and the sore healed up. His cure is due to HOOD'S SARSAPARILLA. He has never been very robust, but now seems healthy and daily growing stronger."

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REFERENCES OF A BOSTON AUTHOR.  
(From the Boston Journal.)

My favorite author of prose—Thackeray, Balzac.  
My favorite poets—Shakespeare, Goethe.  
My favorite painters—Sarah Bernhardt and Lottie Collins.  
My favorite composers—A good dinner and a wood fire.  
My favorite book—Vanity Fair.  
My favorite play—Hamlet.  
My favorite heroes in fiction—Santa Claus and Brer Rabbit.  
My favorite heroes in real life—My publishers.  
My favorite heroines in real life—Four queens.  
What I enjoy most—To see my true love smile.  
What I detest most—Affectation.  
The historic event at which I should like most to have been present—Jonah's experience with the whale.  
The quality which I admire most in men.—Truth.  
The quality which I admire most in women—Loving sympathy.  
Where I should like to live—Wherever she is.  
My ideal state of happiness—Not to think about it.  
The occupation that I prefer—Eating raw oysters.  
What gift of nature I should like to have most—Wings.  
My Motto—Use Pear's Soap.

—ROBERT GRANT.

How pleasant it is to refresh oneself with a good cup of tea after a hard day's work. But the kind often palmed off on the unlucky customer is often anything but the best. Those who send to the Great American Tea Co., 33 Vesey street, New York, do not complain, for they get Formosa, Oolong, Congou, Japan, Imperial, and other choice teas. Beautiful premiums are given away with \$5 orders and upwards.

Smith says "when I married my wife she had twelve buttons on her waist and but one button on her glove, now she has but one button on her waist and twelve buttons on her gloves." One reason that women like the Ferris "Good Sense" waist is that the tape fastened buttons don't pull off, and are more comfortable than steel clasps, and then the patent ring buckle at the hips holds the stocking supporter better than any other.

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It is really surprising how cheap instruments are being sold by the Cornish Organ and Piano Co., Washington, N. J. The reason for this is that they sell at manufacturer's prices—direct from the factory to the home, thus saving the customer the intermediate. The new catalogue of this company contains beautiful colored illustrations, accurate descriptions, and lowest prices of the latest and finest styles of pianos and organs.

Of course every teacher with the right spirit is anxious to advance in his profession. If he is fitted for a better position than he at present holds he should not neglect to look for another place. He might apply to a reliable teachers' agency, like that of E. Miriam Coyriere, 150 Fifth avenue, New York. American and foreign teachers, professors, musicians of both sexes are supplied to universities, colleges, schools, families, and churches, and schools are recommended to parents.

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This great Temperance drink;  
is as healthful, as it is pleasant. Try it.

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### Magazines.

—The Century Company will show in their exhibit at the Columbian exposition a great number of interesting original manuscripts and drawings for important illustrations in *The Century* and *St. Nicholas*. Manuscript poems by Tennyson, Longfellow, Whittier, and Bryant will appear in the *St. Nicholas* exhibit, with the manuscript of the first chapter of *Little Lord Fauntleroy*, by Mrs. Burnett, and original stories by other well-known writers. The originals of famous letters and documents quoted in Messrs. Nicolay and Hay's *Life of Lincoln* will be shown. Letters from General Grant to the editors of *The Century* regarding his papers for the War Series—the last from Mt. McGregor—will be exhibited, with original manuscripts by General McClellan, Joseph E. Johnston, and others. The Century Company will show also how an illustration is prepared for the magazine, from the artist's drawing to the printed page, by wood engraving, and by various photo-engraving processes; also how the *Century Dictionary* was made.

—All teachers will be interested in an article in the *Atlantic Monthly* for May, entitled "The English Question," written by James Jay Greenough, for many years a teacher in one of the leading schools fitting for Harvard university. The writer ably shows that the fault of the wretched English written by boys in school is not entirely that of the preparatory schools, and that the poor results come mainly from three causes which affect injuriously all branches of school work. These are: a narrowness in the range of the modern boy's ideas, a lack of clearness in these ideas, and an increasing inability to read a printed page understandingly. A thoughtful plan for bettering this condition of things is given, and the whole paper is of great value to all who are interested in college and secondary education.

—The May *Forum* contains unique articles by eminent writers on three topics of vitally absorbing interest—Monsignor Satolli's mission to America, the Toledo labor decisions, and the Russian extradition treaty. In "The Pope in Washington," Bishop John H. Vincent recites the dangers which the Protestant clergy apprehend from the extension to this country of the personal Papal power; Leonard Woolsey Bacon, in "An American Viceroy from the Vatican," discusses from a liberal standpoint the effect on American institutions of Pope Leo's attitude toward the United States; and Dr. James F. Loughlin, Chancellor of the arch-diocese of Philadelphia and associate editor of the *American Catholic Review*, in "Rome, a True Ally of the Republic," defines and defends the Catholic attitude. Dr. J. M. Rice continues his educational articles with an expert report on the public schools of Minneapolis and La Porte and the Cook County normal school; and a racy sketch of "Scientific Cooking-Studies in the New England Kitchen," by Mrs. Ellen H. Richards, founder of the "Kitchen," appropriately rounds out a timely, varied, and interesting literary bill-of-fare.

### "I Am So Tired"

Is a common exclamation now. It is remarkable how susceptible the system is to the help to be derived from a good medicine at this season. Possessing just those purifying, building up qualities which the body craves, Hood's Sarsaparilla soon overcomes that tired feeling, restores the appetite, purifies the blood, and, in short, imparts vigorous health. Its thousands of friends, as with one voice, declare "It Makes the Weak Strong."

—William Howe Downes, the well known art critic of the *Boston Transcript*, describes and comments brightly upon the exhibit of New England art at the World's fair in the *New England Magazine* for May. The same number contains a paper describing the relations of "Phillips Brooks and Harvard University," written by Alexander McKenzie, an old friend of Brooks. The article is accompanied with illustrations, which show the familiar haunts of Brooks while at Cambridge.

—The *Cosmopolitan* scores a success in producing in its May number, almost simultaneously with the daily papers, an elaborate description of Professor Gray's marvelous invention, the Telautograph, which reproduces the handwriting, or the work of the artist, simultaneously, thousands of miles distant from the place where the writer or artist is sitting.

—The short stories of the first issue (in May) of *McClure's Magazine* will be written by Joel Chandler Harris, Mrs. Robert Louis Stevenson, and Gilbert Parker. An early issue of the magazine will contain stories by Thomas Hardy and Conan Doyle. This magazine will be published by S. S. McClure, 743-745 Broadway, New York.

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